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ABSTRACT

This training guide is designed to enable parents and early childhood staff and managers to support and facilitate infant and toddler transitions through responsive relationships that are secure and consistent. The guide defines transitions during the first 3 years of life from developmental and relational perspectives that include changes that occur as a result of rapid developmental growth, multiple daily transitions in routines and care, and transitions from home into and out of Early Head Start and other early care settings. The guide is divided into two sections: Skill Based Training and Informational Resources. The Skill-Based Training section includes three training modules. Module one, "Infant Transitions," addresses the importance of responsive relationships as the foundation for supporting transitions and the healthy development of infants and their families. Module two, "Toddler Transitions," addresses the need for continuity in relationships that provide a secure base for exploration and consistency in routines to support continued development and ease transitions during the toddler years. Module three, "Transitions beyond Toddlerhood," focuses on the Head Start Program Performance Standard requirement that programs and families plan for the transition and appropriate placement of a child 6 months before his or her third birthday. The Information Resources section contains documents that can enhance the understanding of key concepts discussed in this guide, including digests, program profiles, hands-on tools, and other resources. (Contains an annotated bibliography with 43 references.) (Author/SD)

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Training Guides for the Head Start Learning Community

Infant and Toddler Transitions

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Infant and Toddler Transitions

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TRANSITION PRACTICES SUPPORT INFANT and TODDLER DEVELOPMENT

Identity Formation

Principle: Strong connections between home and other care settings can help ease transitions into new or different settings or routines and can support the process of identity formation, autonomy, and development.

Practice: Develop strong family-staff relationships through frequent sharing of information and goals. Using the child's home language, materials in the environment, and consistency in caregiving routines and in handling of behavior challenges can help strengthen home-program connections, provide continuity, and affirm the child's developing identity.

Exploration

Principle: Continuity of relationships and planned, gradual introductions of the toddler to new settings, routines, and experiences can:

- Help ease the toddler's anxiety associated with change and
- Provide a secure base that supports the toddler's focused attention, curiosity about exploring her world, and emerging independence.

Practice: Protect earlier attachments by continuing the assignment of the same primary teacher through age 3.

Security

Principle: Relationships and routines that are consistent, predictable, and responsive can support the infant's emerging sense of trust, security, and identity.

Practice: Assign a primary teacher who can read and respond to each child's cues.

Preface

All adults who share responsibility for the care of an infant or toddler play vital roles in the child's identity formation. Families and caring staff can have a positive influence on a young child's sense of self by wrapping her in a blanket of secure, responsive relationships that are consistent and continuous during transitions and throughout each level of early development. This guide is designed to assist Early Head Start and Head Start families, managers, and staff in developing skills and practices that support the healthy development and transitions of infants and toddlers and their families.

Infants and toddlers often experience multiple internal transitions as they develop cognitively, emotionally, socially, and physically. Adults caring for the infant or toddler share a role in helping the developing child adapt to change by adjusting their caregiving routines and the young child's environment to meet new needs.

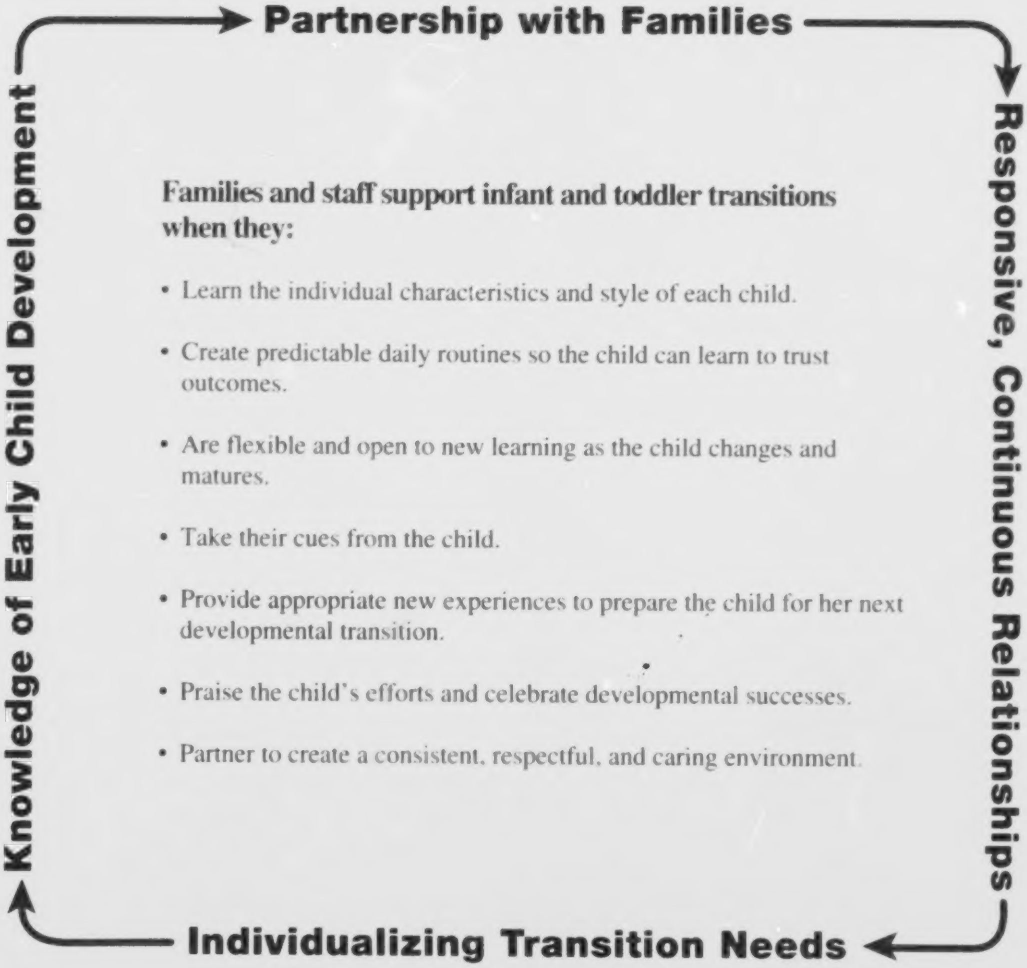
Multiple transitions can occur throughout a day, during routines such as feeding and sleeping and during arrivals, separations, and reunions of children, families, and other adult caregivers. When information is shared among the caring adults, consistency and continuity in care—so critical for infant and toddler development—are more likely to occur.

Transitions also occur when a child's care arrangements change, requiring a move from a familiar setting to an unfamiliar one or a change in caregiver or routines. Early transitions can be both positive and valuable learning experiences when a child is cared for respectfully—when staff and families prepare for the transition, acknowledge the child's feelings, and respond to him as a unique individual. In these situations, a child's sense of trust, security, and identity are totally supported.

Infant and toddler transitions can be eased when changes in arrangements are as infrequent as possible during the first 3 years; when adults view transitions from the perspective of the young child; and when adult expectations of a child's capacity to cope with change are based realistically upon the child's level of development, temperament, family, and cultural experiences. Adults can help young children adjust to developmental changes and to changes in care by providing consistency and continuity between home and other settings. Successful experiences during early transitions can increase a child's ability to adapt to changes in the future and can provide a more secure base for the child's current development.

Head Start managers can create the supportive climate needed for effective infant, toddler, and family transitions. Specifically, managers can provide staff training in infant and toddler development and can promote and model positive relationship skills, cultural responsiveness, and respect for family preferences. They can develop written transition procedures, assign a primary teacher or home visiting staff, and stress the importance of individualizing the daily experiences and routines of each young child.

FRAMEWORK OF EFFECTIVE TRANSITION SUPPORTS THROUGHOUT THE INFANT and TODDLER YEARS



Partnership with Families

Responsive, Continuous Relationships

Individualizing Transition Needs

Knowledge of Early Child Development

Families and staff support infant and toddler transitions when they:

- Learn the individual characteristics and style of each child.
- Create predictable daily routines so the child can learn to trust outcomes.
- Are flexible and open to new learning as the child changes and matures.
- Take their cues from the child.
- Provide appropriate new experiences to prepare the child for her next developmental transition.
- Praise the child's efforts and celebrate developmental successes.
- Partner to create a consistent, respectful, and caring environment.

...A Continuous Process

Introduction

Overview

Purpose

The purpose of this fourth guide in the transition training series is to enable parents, staff, and managers to support and facilitate infant and toddler transitions through responsive relationships that are secure, consistent, and continuous. This guide defines transitions during the first 3 years of life from developmental and relational perspectives that include changes that occur as a result of rapid developmental growth, multiple daily transitions in routines and care, and transitions from home into and out of Early Head Start and other early care settings.

Outcomes

After completing this training, participants will achieve the following guide outcomes:

- Examine transitions from the perspective of the developmental needs of infants, toddlers, and their families
- Build partnerships with families to support the development of responsive, respectful relationships among infants, toddlers, staff, child care providers, and managers
- Individualize routines and practices to support each child's needs, temperament, family preferences, culture, and language
- Plan for transitions and placements that provide consistency and continuity for infants, toddlers, and their families
- Evaluate the quality and effectiveness of transitions using various means, including family feedback

Audience

This guide is written for Early Head Start and Head Start managers and staff and for families and community partners.

- Managers can use the materials in this guide for program planning, staff development, and community partnership support.
- Staff can use the information and hands-on tools in this guide to individualize planning and to respond to each child's unique transition needs.
- Families can use the materials in this guide to anticipate and respond to their child's developmental transition needs and to prepare for future transitions.

Introduction

- Community partners, including child care providers, can use the materials in this guide to help them ensure consistency and continuity for infants and toddlers.

Performance Standards

This guide supports standards for providing a social and learning environment for children that helps them develop socially, emotionally, cognitively, and physically by supporting their transition through each level of development toward the overall goal of social competence.

The Head Start Program Performance Standards require grantees and delegate agencies to involve parents in supporting their child's transitions. The standards related to supportive transitions for infants and toddlers include:

- Encouraging the development of secure relationships in home-based and out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time
- Fostering trust and emotional security so that each child can explore the environment
- Supporting each child's individual pattern of development and learning
- Encouraging the development of self-awareness, autonomy, and self-expression
- Demonstrating an understanding of the child's family composition, language, culture, and child-rearing practices
- Assisting parents in becoming advocates as they transition with their children both into Early Head Start from the home or other child care settings, and from Early Head Start to Head Start or other child care settings
- Ensuring the most appropriate environment and services following participation in Early Head Start by beginning transition planning at least 6 months prior to the child's third birthday

Organization

This technical guide, *Infant and Toddler Transitions*, is divided into two sections: **Skill-Based Training** and **Informational Resources.** The **Skill-Based Training** section includes three training modules. Beginning with Module 1, the key concepts and skill-based outcomes build on each other throughout the guide. It is helpful to review previous modules before conducting training from Modules 2 or 3. Before beginning any module, trainers should refer to the *Introductory Activity: Framing Your Roles of Support*, which begins on page 11. Throughout the workshops and coaching sessions in the Skill-Based Training section of the guide, the trainer is referred to additional materials in the **Informational Resources** section. These additional materials can also be used independently to meet staff or family development needs.

Introductory Activity: *Framing Your Roles of Support* introduces participants to a framework of supportive transition practices and roles for staff, managers, and families. Participants receive an overview of the continuous process of transition and change experienced by infants and toddlers as they develop.

Skill-Based Training Section

- **Module 1: *Infant Transitions*** addresses the importance of responsive relationships as the foundation for supporting transitions and the healthy development of infants and their families. This module also addresses the developmental needs of security, trust, and identity formation and stresses the importance of consistency during infant transitions.
- **Module 2: *Toddler Transitions*** addresses the need for continuity in relationships that provide a secure base for exploration and consistency in routines to support continued development and ease transitions during the toddler years.
- **Module 3: *Transitions Beyond Toddlerhood*** focuses on the Head Start Program Performance Standard requirement that programs and families plan for the transition and appropriate placement of a child 6 months before his third birthday. This module provides a developmental continuum of indicators for all levels of growth from birth through age 3½ years and encourages staff and families to individualize children's preparation for transition by providing appropriate experiences that support their growth.

Each module contains workshop activities (for groups of up to twenty-five people) and coaching activities (for one to three participants). To help trainers and coaches, each module includes the following specific elements:

- **Outcomes** clarify the skills that participants will develop.
- **Key Concepts** summarize the main ideas in each module.

- **Background Information** gives more detail about the key concepts, including examples. This information may be presented as a minilecture or through handouts when introducing the activities.
- **Activities** convey the key concepts and help participants achieve the module outcomes through various experiences. Each activity includes a purpose, materials list, key questions, points that trainers and coaches can use to facilitate adult learning, and a **Reflect** section that provides participants with an opportunity to reflect on how they can apply their increased awareness and skills in supporting transitions for children and their families.
- **Trainer and Coach Preparation Notes** provide additional information to help trainers and coaches prepare the activities.
- **Next Steps: Ideas to Extend Practice** suggest additional activities to help staff apply the skills and resources learned in their work with children and families.
- **Handouts** provide information and resources for each activity.

Informational Resources Section

The **Informational Resources** section contains documents that can enhance the understanding of key concepts discussed in this guide. Although this section is designed to accompany the workshop and coaching activities, it also provides quick reference materials for staff and families outside the training. The elements of this section are as follows:

- **Digests** summarize research-based information about infant and toddler developmental transitions, home visitor-family relationships, and cultural responsiveness issues.
- **Program Profiles** provide descriptions of successful transition strategies used in home-based and center-based infant and toddler programs within and outside of Head Start.
- **Hands-on Tools** describe effective practices that managers, staff, and families can use to support infant and toddler development and transitions. This section also contains a sample Individualized Transition Plan, a Checklist for Exchanging Information, a developmental continuum of social and emotional indicators for children from birth to age 3½, and reflective worksheets that aid in looking at transitions from multiple perspectives.

- **Resources** list developmental and transition-related printed, audio-visual, and electronic resource materials, including books, journal articles, videotapes, and Web sites.

Related Training Materials

This guide can be used in conjunction with the following related training materials in the areas of transition, development, and family partnerships:

- **Training Guides for the Head Start Learning Community Series**

  Effective Transition Practices: Facilitating Continuity
  Planning for Transitions
  Transitions: Parents Are Key
  Family Partnerships: A Continuous Process

Introduction

Definition of Icons

Coaching	A training strategy that fosters the development of skills through tailored instruction, demonstrations, practice, and feedback. The activities are written for a coach to work closely with one to three participants.
Workshop	A facilitated group training strategy that fosters the development of skills through activities that build on learning through group interaction. These activities are written for up to twenty-five participants working in small or large groups with one or two trainers.
Next Steps: Ideas to Extend Practice	These are additional activities assigned by the trainer immediately following the completion of the module to help participants review key information, practice skills, and examine their progress toward expected outcomes of the module.
Continuing Professional Development	These are follow-up activities for the program to support continued staff development in the regular use of the skills addressed in a particular training guide. The activities include: (1) Opportunities for the participant to continue building on the skills learned in the training (2) Ways to identify new skills and knowledge needed to expand and/or complement these skills through opportunities in such areas as higher education, credentialing, or community educational programs

Introduction

At A Glance

Module	Activity	Time	Materials
Introduction	Introductory Activity: Framing Your Roles of Support (W)	90–120 minutes	*Preface* *Framework of Effective Transition Supports Throughout the Infant and Toddler Years* (Introduction) *Transition Practices Support Infant and Toddler Development* (Preface) **Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* Optional Video: *The Ages of Infancy: Caring for Young, Mobile, and Older Infants*
Module 1: Infant Transitions	Activity 1–1: Understanding Relationships and Identity Formation (W)	90 minutes	**Hands-on Tool 3: Supporting Identity Formation in Infants and Toddlers* **Digest: Infant and Toddler Identity Formation* **Hands-on Tool 4: Supporting Consistency for Infants* Newsprint, markers
	Activity 1–2: Establishing Relationships and Building Trust (W)	90 minutes	*Handout 1: Stages of Relationships* *Handout 2: Stages of Parenthood*
	Activity 1–3: Preparing for Positive Entrances (C)	180 minutes	**Digest: Building a Positive Staff-Parent Relationship in the Context of the Home* *Handout 3: Home Visiting Plan* **Digest: Cultural Issues in Early Care* **Hands-on Tool 6: Individualized Transition Plan* Optional Video: *First Moves: Welcoming a Child to a New Caregiving Setting*
	Activity 1–4: Reading Cues and Tuning In (C)	180 minutes	**Digest: Dancing with Your Baby* *Handout 4: Tuning In* **Hands-on Tool 6: Individualized Transition Plan* **Hands-on Tool 7: Developmental Transition Profile* **Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* Optional Video: *Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers*

*Refer to Informational Resources Section

W = Workshop Activities   C = Coaching Activities

Module	Activity	Time	Materials
Module 1: Infant Transitions (Continued)	Activity 1–5: What Role Does Temperament Play? (W)	90–120 minutes	*Handout 5: Temperament Types and Traits* *Handout 6: Temperament Scenarios* Optional Video: *Flexible, Feisty, and Fearful: The Different Temperaments of Infants and Toddlers*
	Activity 1–6: Creating Optimal Environments for Social Development (C)	120–180 minutes	**Digest: Infant and Toddler Identity Formation* **Hands-on Tool 8: Practices That Support Social Development* **Hands-on Tool 7: Developmental Transition Profile*
	Activity 1–7: Promoting Consistency and Ongoing Communication (W)	120–150 minutes	*Handout 7: Sample Completed Daily Communication Sheet* *Handout 8: Daily Routines Communication Sheet—Parts 1 and 2* *Handout 9: Home-Based Weekly Communication Sheet* **Hands-on Tool 9: Communicating about Children* **Hands-on Tool 10: Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators* Newsprint, markers
	Activity 1–8: Preparing for a Transition (W)	120 minutes	**Digest: Effective Infant Toddler Transitions* **Hands-on Tool 14: Checklist for Exchanging Information* **Hands-on Tool 6: Individualized Transition Plan* **Hands-on Tool 11: Easing Separations for Infants and Toddlers—Program Entry* Newsprint, markers

*Refer to Informational Resources Section

W = Workshop Activities C = Coaching Activities

Module	Activity	Time	Materials
Module 2: Toddler Transitions	Activity 2–1: Understanding the Role of Exploration in Toddler Development (W)	90 minutes	Common household items (for example, keys, newspapers, paperback books, eyeglass cases, plastic cups, drinking cups, and pots and lids) *Handout 10: Exploration* Newsprint, markers
	Activity 2–2: Identifying Similarities and Differences (C)	120–180 minutes	**Hands-on Tool 12: Transitions—What Will Be Similar and Different in the Next Setting?* **Hands-on Tool 14: Checklist for Exchanging Information* **Hands-on Tool 2: How Does Change Look and Feel?* Optional: *Digest: Cultural Issues in Early Care*
	Activity 2–3: Routines Help Create Home and Cultural Continuity (W)	120 minutes	**Digest: Cultural Issues in Early Care* *Hands-on Tool 13: Culturally Competent Transition Practices* **Hands-on Tool 6: Individualized Transition Plan*
	Activity 2–4: Easing Separation (W)	120–150 minutes	*Handout 11: Toddler Separation Experiences* *Handout 12: Adjusting to Separation* **Hands-on Tool 11: Easing Separations for Infants and Toddlers* Newsprint, markers Optional Video: *First Moves: Welcoming a Child to a New Caregiving Setting*
	Activity 2–5: Continuity and Consistency Are Key (W)	90–120 minutes	*Handout 13: Toddler Transition Scenarios* **Hands-on Tool 5: Promoting Continuity for Toddlers* Newsprint, markers
	Activity 2–6: Creating Continuity in Transitions (W)	90–120 minutes	**Hands-on Tool 5: Promoting Continuity for Toddlers* *Handout 14: Continuity Scenarios* **Program Profiles: Friends of the Family Early Head Start Program* **Program Profiles: Frank Porter Graham Family and Child Care Research Program* **Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet*

*Refer to Informational Resources Section

W = Workshop Activities C = Coaching Activities

Module	Activity	Time	Materials
Module 3: Transitions Beyond Toddlerhood	Activity 3–1: Understanding the Planning Process (W)	120 minutes	Head Start Program Performance Standards **Hands-on-Tool 19: Family Transition Checklist* **Hands-on Tool 6: Individualized Transition Plan* **Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* Newsprint, markers, tape
	Activity 3–2: Supporting Developmental Transitions (C)	120–180 minutes	**Hands-on Tool 15: Portrait of Social-Emotional Health in Children at Age 3 or 4* **Hands-on Tool 10: Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators* **Hands-on Tool 16: Observing Children's Social Competence* **Digest: Cultural Issues in Early Care* **Hands-on Tool 6: Individualized Transition Plan* **Hands-on Tool 7: Developmental Transition Profile*
	Activity 3–3: Transition Planning Meetings (W)	90–120 minutes	**Hands-on Tool 6: Individualized Transition Plan* **Hands-on Tool 7: Developmental Transitional Profile* **Hands-on Tool 8: Practices That Support Social Development* **Hands-on Tool 17: At the Transition Meeting*
	Activity 3–4: Preparing for Special Needs (C)	90–120 minutes	**Hands-on Tools 6: Individualized Transition Plan* **Hands-on Tool 17: At the Transition Meeting* **Hands-on Tool 18: A Look at My Child's Development* **Digest: Understanding the IFSP*
	Activity 3–5: Saying Good-bye (W)	60–90 minutes	**Hands-on Tool 20: Saying Good-Bye—Moving On*

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*Refer to Informational Resources Section

W = Workshop Activities C = Coaching Activities

Introductory Activity: Framing Your Roles of Support

Purpose: In this activity, participants will be introduced to the elements of a framework of effective transition supports and will identify their role in supporting early transitions as part of the broader goal of promoting the healthy development of infants, toddlers, and their families.

Materials:

- *Preface*
- *Framework of Effective Transition Supports Throughout the Infant and Toddler Years* (Introduction)
- *Transition Practices Support Infant and Toddler Development* (Preface)
- *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* (Informational Resources)
- Optional Video: *The Ages of Infancy: Caring for Young, Mobile, and Older Infants*

Trainer Preparation Notes:

For further information on infant and toddler development, consider obtaining and viewing the video *The Ages of Infancy: Caring for Young, Mobile, and Older Infants.* Refer to the Resources section in this guide for ordering information.

Review Preface

1. Begin this activity by summarizing the information contained in the Preface of this guide. Emphasize that everyone who provides care for an infant or toddler plays a role in the child's emerging identity during transitions and through each level of development.

Define Transitions

Point out that in this guide, the definition of infant and toddler transitions includes:

- Developmental changes experienced by children from birth to age 3.
- Multiple daily changes in routines and experiences and separations from familiar people and settings.
- Changes in care provider or setting.
- Adjustments of families to parenting roles as the developing child changes from birth to age 3.
- Entry into and transition from Early Head Start or other child development or care settings.

Introductory Activity

Transition Framework

2. Explain that family-staff partnerships support infant and toddler transitions by providing secure, responsive relationships that are consistent and continuous. Maintaining responsive, continuous relationships is one of four elements that guide the roles of staff and families as they support infant and toddler transitions and promote their continuous development. Distribute the graphic titled *Framework of Effective Transition Supports Throughout the Infant and Toddler Years*, which is before the Introduction in this guide, and discuss why each item in the framework is important.

Awareness of Roles

Ask all participants the following questions:

- How does your knowledge of early child development guide your role as a manager, parent, staff member, or community partner?
- How does your ability to develop responsive relationships with each child, family, and other staff member in your program guide your role?
- How does your ability to identify and respond to the transition and developmental needs of each individual child affect your role?

Ask staff or manager participants the following question:

- How does your ability to partner with parents affect your role in supporting children?

Ask family participants the following question:

- How does your ability to partner with staff or managers affect your role in supporting your child?

Knowledge and Skills

3. Point out that the activities and the **Informational Resources** section in this guide can help participants build:

- Awareness of infant and toddler development and developmental transitions.
- Relationship skills.
- Partnership skills.
- Individualizing skills.

Transition Practices

4. Distribute and review the graphic titled *Transition Practices Support Infant and Toddler Development*, which is found before the Preface of this guide. Explain that this graphic provides an overview of the continuous process of transition and change experienced by infants and toddlers as they develop. Divide participants into three small groups, assign each group one of the three developmental needs levels (Security, Exploration, or Identity Formation) listed on the graphic, and ask each group to discuss how their program addresses the assigned principle and transition practice described in the graphic. Reconvene and ask each group to share its discussion and recommendations for implementing transition practices that support developmental needs.

Reflect

5. Provide each participant with *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet*, located in the **Informational Resources** section. Point out that achieving self-awareness through reflection is the first step in building an awareness of what we already do well in our role as nurturer and supporter of children in our care. Ongoing reflection also provides an opportunity for us to focus on the ever-changing needs of individual children in our care and to ask ourselves how well our daily interactions mirror a positive self image for each child. Ask participants to answer the following question and to record their thoughts and plans on the Hands-on Tool:

- What practices do we need to adapt to be responsive to changes in the child's development or situation?

In closing, remind participants that just as transition and growth are continuous processes for young children, taking time to reflect on awareness and practices is a continuous process of self-development for adults. Suggest that reflection be built into each participant's schedule of ongoing planning and evaluation.

Skill-Based Training

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Module 1

Infant Transitions

Outcomes

As a result of completing this module, participants will be able to:

- Develop an understanding of how responsive, respectful relationships influence the development of security and identity in infants.
- Individualize transitions to meet the unique needs of infants and their families.
- Design individual infant routines that meet the needs and temperament of each child by using family observations and input.
- Promote continuity between home and programs through partnerships with families that foster ongoing communication, both formal and informal.

Key Concepts

- Nurturing relationships between infants and adults foster feelings of security and trust that are vital to healthy infant development. These relationships can be promoted by assigning a primary teacher or home visiting staff member to each child, which enables the child to form an attachment to a familiar, responsive teacher.
- Both infants and their families experience feelings of separation when the children first enter a program. A high-quality early childhood program attends to the feelings of both the family and the child, allowing them to gradually become more familiar with the new setting and people.
- Many factors influence how infants experience and cope with transitions. Each transition is unique and should take into account the child's individual temperament, biological rhythms, rate of development, home language, family culture, and preferences. Observing an infant's cues and having discussions with families can provide valuable information for individualizing transition routines.
- A family's transition into a program can be facilitated when communication occurs daily and at regularly scheduled meetings. Ongoing information exchange between staff and families helps create a responsive environment and enhance healthy development.

Background Information

Infants and their families experience many rapid developmental changes during the first year following a child's birth. While the developing infant experiences changes in basic routines such as sleeping, feeding, diapering, and social interaction due to his changing needs, families experience developmental transitions as they adjust to their new roles and attempt to understand and meet the ever-changing needs of the infant. Knowing how to support the continuous development of children and their families, especially during transitions, first requires an awareness of what healthy infant development looks like.

Infant Development

Experts in attachment and infant development agree that:

- All infants need care that is responsive to the individual child's needs in terms of temperament, developmental abilities, rate of development, and biological rhythms.
- Development during the first 3 years of life is continuous and interrelated across physical, emotional, social, and cognitive domains.
- Early development occurs in the context of relationships.
- Infants develop in the context of both a family and a cultural group.
- Feelings of being different can positively or negatively influence a young child's developing sense of self.
- Consistency in care helps infants feel secure, knowing that others can be counted on to meet their needs.
- A sense of security has a positive effect on the infant's emerging identity as a separate person and frees the infant to explore and discover her world.

Early Transitions

The best transition practices come from understanding infant development. Early transition experiences are important because they can influence the quality of future relationships, coping strategies, and problem-solving skills. Infants and their families experience continuous positive development when transitions are based on sound principles and practices.

- The more that infants experience familiarity and similarity in their routine physical care and setting during transitions and early development, the more likely they are to feel a sense of security and consistency in their world.

Linking Consistency to Security, Identity, and Social Competence

- Infants and teachers have a greater opportunity to develop a close, responsive relationship if care is provided in a small group and a primary teacher is assigned to each infant. These arrangements also facilitate individualized transition planning in partnership with the child's family.

- The less frequently that infants experience changes in their primary caregiver, the more likely they are to develop secure attachments.
- Secure teacher-child relationships are linked to social competence in 4- and 5-year-old children.
- Parental involvement is associated with the development of social skills in young children. This has been linked to later school success, because social competence is associated with a positive sense of identity and increased coping and adjustment skills.

Supporting Transitions

Staff, managers, and families can support infant and family transitions by increasing their awareness of infant and family development, understanding their roles, reflecting on their current transition practices, and building the skills needed to extend their practices. This module provides opportunities to build awareness and skills in anticipation of and response to the transition needs of individual infants and their families. Skilled managers and staff can partner with families in a continuous process of refining skills in relationship building, reading and responding to infant cues, developing ongoing communication, and providing culturally competent care.

Reading Cues

A newborn infant is limited in her ability to communicate information to those who care for her. A single cry may easily indicate hunger, distress, fear, or fatigue. The adults providing her care need to interpret these signals and respond appropriately. At first a child's cues may not be interpreted accurately; for example, a mother may try to nurse when the child really just wants to be held close. However, family members should soon be able to interpret the subtleties of a child's cries, gazes, and sounds and respond in accordance with the child's needs.

Responsive Relationships

Security

Exploration

Identity

Prenatal and early childhood research has indicated that responses to cues and temperament help a child develop trust. If a child is fed when he is hungry and changed when he is wet, he begins to trust that his needs will be met. This sense of trust and security helps the child form attachments that can positively support all of the integrated areas of development. When a child is beginning to crawl and explore on her own, she often looks back to catch the gaze of a loved one as she moves about a room. The adult's encouraging look lets the child know that it is safe to explore, that she is capable, and that a loving adult is nearby if she needs assistance. These responses also help guide the development of the child's sense of self or identity formation. Research has demonstrated that early relationships can affect social-emotional development. Early relationships can influence how successful the child feels, what emotions the child knows are safe to express, and what behaviors the child learns are acceptable.

Consistency of Care

Clearly, infancy is a crucial time in a child's life; seeds are being planted for future learning, relationships, and development. Infant development is rooted in relationships, a consideration that is especially important when a change or transition occurs in a young child's life. An infant thrives in predictable, safe, and secure environments; differences in routines, caregiving styles, and responses make change more difficult for a young child. Consistency and predictability are critical elements that can make transitions easier for an infant and his family.

Ongoing Communication

Communication between families and staff is essential for effective transitions. Families have expertise about their child's likes, dislikes, and routines; they know how to interpret cues and create an environment that responds to the child's temperament. To provide consistency of care, families need to share this information with all people who care for the child before, during, and after any transition and, especially in the case of infants, on a daily basis.

Consider the following: Zuri enters a family child care or center-based program for the first time. On Zuri's first day, Grandma leaves her in the arms of a loving teacher who begins to feed her a bottle. But the bottle is cold—much colder than Zuri takes at home. The teacher does not notice Zuri's subtle attempts to turn her head away. Instead, she keeps attempting to feed Zuri because she knows that it is time for Zuri to eat and does not want Zuri to be hungry.

Transition Planning

Now consider this: It is Zuri's first day in a family child care or center-based program. As Grandma leaves, Zuri's teacher hands Zuri her favorite blanket and reminds Zuri that Grandma will return after Zuri has had a chance to play, eat, and sleep. At 10:30, Zuri takes her late morning bottle, which is warmed just enough but not too much. When Zuri turns her head, the teacher knows that this means that Zuri has had enough. The teacher stops feeding Zuri, and she and Zuri begin to smile and talk softly while Zuri remains in the teacher's lap.

What is the difference between these two scenarios? It is communication and careful transition planning. In the second scenario, the transition planning included specific information about the child's routines and schedules and information about the program and teachers. The family worked with the teacher, and the teacher spent some individualized time with the child.

This is all important information; however, more is needed. Teachers need to understand how to read a child's verbal and nonverbal cues. For example, does a turn of the head mean *I want more* or does it mean *please stop?* Which cry means *I am tired, I need to sleep* and which means *please hold me?*

Understanding Temperament

Another key to individualizing transition needs and ongoing care is understanding the infant's temperament. Does the child become distressed by subtle changes in noise and temperature? Is it important to warm a bottle, or does the child prefer it cooler? Does the child like new faces, or does he take some time to warm up to new people? Does the child prefer to be held when tired, or does she prefer to fall asleep on her own?

Temperament is not to be confused with personality or a passing mood. Instead, it is a collection of inborn characteristics, tendencies, or preferences. It is important for families and staff to remember that they should not try to change a young child's temperament, but instead accept it and adapt to it.

Much of this information needs to be shared during a transition planning meeting before the transition takes place. In addition, regular pre-enrollment visits by the family to the program, and by program staff to the family's home, can help communicate this valuable information. A strong relationship between families and the early childhood program is the key to a positive transition experience for infants and their families.

Activity 1–1: Understanding Relationships and Identity Formation

Purpose: In this activity, participants will learn how responsive relationships influence infant identity and trust formation.

Materials:

Hands-on Tool 3: Supporting Identity Formation in Infants and Toddlers
(Informational Resources)
Digest: Infant and Toddler Identity Formation
(Informational Resources)
Hands-on Tool 4: Supporting Consistency for Infants
(Informational Resources)
Newsprint, markers

Describe a Healthy 3- or 4-Year-Old

1. Begin this activity by drawing a large frame on newsprint and asking the group to imagine and then to describe a healthy 3- or 4-year-old preschool child. Record or draw the social, emotional, and cognitive features of this child to create a portrait. Once participants have finished describing their image, remind them that the development necessary to realize these goals or features begins in infancy. Relationships that infants form and responses that families and teachers offer influence a child's developing sense of self, which influences who this child will become.

Discuss Identity Formation

2. Summarize the Background Information on linking consistency to security, identity, and social competence. Distribute *Hands-on Tool 3: Supporting Identity Formation in Infants and Toddlers* and

Digest: Infant and Toddler Identity Formation. Review and discuss the information and then ask participants the following questions:

- How do relationships influence a young child's developing sense of self?
- What happens when a change occurs in an important relationship?
- What can families and programs do to help children develop secure relationships?
- What steps can families and programs take during transitions to increase an infant's sense of trust, security, and predictability?
- What are some additional steps that might be needed to increase an infant's sense of trust and security when the infant has special needs or a disability?

Select and Discuss Policies

3. Ask participants to pair up and to select three policies described in the Digest. Then ask the pairs to list strategies for incorporating the policies into their programs and to discuss any challenges they might face while attempting to incorporate these policies.

Supporting Consistency

4. Distribute *Hands-on Tool 4: Supporting Consistency for Infants.* Lead a short group discussion on how everyone—families, program managers, staff, and community partners—has a role in helping a child develop trusting relationships.

Reflect

Ask all participants to reflect on their role in creating respectful relationships and on how these relationships influence a child's identity formation. As a manager, teacher, or parent, what more can be done to support each child's development?

Activity 1–2: Establishing Relationships and Building Trust

Purpose: In this activity, participants will learn how to build relationships among transition partners. They will identify the five stages of a relationship and the first three stages of parenthood.

Materials:

Handout 1: Stages of Relationships
Handout 2: Stages of Parenthood

Review Background Information

1. Review and summarize information from the Background Information section of this module. Highlight how infants have a developmental need for security and how families and staff can help infants develop trust by consistently meeting their needs. Explain that trust

is the foundation for all secure relationships, including adult relationships. Emphasize that because transitions into new settings are often a time of uncertainty and unfamiliarity for adults as well as for children, it is important to prepare a warm welcome for the whole family at the program site and in the home.

Stages in a Relationship

2. Distribute *Handout 1: Stages of Relationships* and emphasize that all new relationships—those with other adults and those with children—take time to become secure and trusting. Also emphasize that if program staff and families have a trusting relationship, there is a greater likelihood that children and teachers will also build successful relationships. Review and discuss each of the five stages described in the handout. Ask each participant to think of a family-staff relationship and to describe what helped move the relationship through the transitional stages. Participants can record their thoughts on the handout and then share them with the large group.

Stages of Parenthood

3. Provide participants with *Handout 2: Stages of Parenthood* and review the role transitions that are experienced by parents of children from birth to age 3. Invite discussion of these stages and ask participants to suggest ways they can support these transitions.

Reflect

Ask participants to think about how relationships with parents might be affected by cultural issues—for example, by differing views about how much information to share with someone outside of the family or by language barriers.

Activity 1–3: Preparing for Positive Entrances

Purpose: In this coaching activity, participants will learn how to begin to build a successful staff-family relationship by preparing for an initial home visit.

Materials:

- *Digest: Building a Positive Staff-Parent Relationship in the Context of the Home* (Informational Resources)
- *Handout 3: Home Visiting Plan*
- *Digest: Cultural Issues in Early Care* (Informational Resources)
- *Hands-on Tool 6: Individualized Transition Plan* (Informational Resources)
- Optional Video: *First Moves: Welcoming a Child to a New Caregiving Setting*

Coach Preparation Notes:

For further information on preparing children for new settings and on building positive relationships, consider obtaining and viewing the video *First Moves: Welcoming a Child to a New Caregiving Setting*. Refer to the Resources section in this guide for ordering information.

Discuss an Upcoming Home Visit

1. Discuss with participants an upcoming home visit. This visit should be the first time that participants will meet with a child and his family. Ask participants to share their concerns, fears, and plans, and then discuss these with the participants.

Staff-Parent Relationships

2. Distribute and review *Digest: Building a Positive Staff-Parent Relationship in the Context of the Home* and *Handout 3: Home Visiting Plan*. Discuss with participants the key points of the Digest and ask how they will influence their planning for the initial visit with a family. Using Handout 3, discuss in detail what the participants' preliminary plans are for working with the child and his family.

Discuss Cultural Issues

3. Distribute and review *Digest: Cultural Issues in Early Care*. Ask the participants how they plan to build a relationship that is responsive to the family's cultural values, preferences, and practices.

Home Visiting Plan

4. Ask participants to set up an initial meeting with the family. Explain that Handout 3 should be completed with the family during this visit and discuss strategies for using the form. Provide the participant with *Hands-on Tool 6: Individualized Transition Plan* and discuss how to complete each section of the plan. Have participants bring the completed Handout 3 and Hands-on Tool 6 back to the next coaching meeting.

Reflect

At the next coaching session, review the completed Handout 3 and Hands-on Tool 6 with participants. Ask them the following questions:

- What important information did you learn during the home visit?
- What observations did you make about the family's child-rearing practices, preferences, and goals during the home visit?
- What does this transition mean for the family?
- How might the information you learned guide the way you interact with the child and his family?

- What are your plans for the next home visit?

Activity 1–4: Reading Cues and Tuning In

Purpose: In this activity, participants will learn why and how to interpret and respond to the cues of infants.

Materials:

Digest: Dancing with Your Baby (Informational Resources)
Handout 4: Tuning In
Hands-on Tool 6: Individualized Transition Plan (Informational Resources)
Hands-on Tool 7: Developmental Transition Profile (Informational Resources)
Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet
Optional Video: *Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers*

> **Coach Preparation Notes:**
>
> For further information on reading infant and toddler cues, consider obtaining and viewing the video *Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers.* Refer to the Resources section in this guide for ordering information.

Development as a Dance

1. Explain that some infant and toddler experts have described responsive relationships as a dance of development that involves tuning in to the cues, pace, and temperament of the infant. Ask participants to describe the characteristics of a good dance partner—for example, someone who smiles, is attentive, is in sync with the movements, appears to enjoy dancing, and is able to follow and to lead sometimes.

   Ask for examples of how a baby might let you know if your dance steps are out of sync with his needs or developmental rhythms.

Dancing with Your Baby

2. Distribute *Digest: Dancing with Your Baby*. Make the following points:

   - Participants can learn to *dance* with a baby by observing, tuning in, and responding to cues.

   - The adult's rhythm should be adjusted and adapted to the baby's rhythm.

- When families and staff respond and tune in to a baby's cues, it helps the baby build communication skills, a feeling of trust, and a sense of self.
- Recognizing an infant's behaviors and needs as well as her pattern of development helps staff and family members understand when the infant is having difficulty adjusting to transitions.

Tuning In Handout

3. Distribute *Handout 4: Tuning In* and discuss each description listed in column one. Have participants make notes in the second column as to how they think the child may be feeling. As a coach, make sure that all possibilities are considered. Ask the participants to note in the third column how they might respond to the child.

Interpreting Cues during Transitions

4. Discuss how and why a teacher might find it more difficult to accurately interpret and respond to the cues of a transitioning child. Refer to *Hands-on Tool 6: Individualized Transition Plan* and *Hands-on Tool 7: Developmental Transition Profile* as additional resources for gathering information on an individual child through observation and communication with the child's family. Summarize by pointing out that during transitions, adults and children are like new dance partners who need to tune in to each other's unique music and dance steps. Explain that adults can help children adapt to transitions by:
   - Letting the child lead the dance.
   - Observing the child's cues.
   - Responding to the child's cues and needs.
   - Respecting cues that the child needs time to size up a new situation and is not yet ready to interact with unfamiliar people.
   - Reacting joyfully when the child's cues indicate that he is ready to engage in one-on-one interaction.
   - Being flexible and adapting responses as the child develops.

Reflect

Coaching provides an opportunity to reflect on what you have learned during an activity and to apply these new insights in your work with individual children in your care. Provide *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet.* Suggest that during the next 2 weeks, each participant observe the cues of an individual child and record observations and strategies for responding to the child's developmental and transition needs. Set a follow-up meeting to discuss lessons learned and challenges that remain.

Activity 1–5: What Role Does Temperament Play?

Purpose: In this activity, participants will learn to identify different infant temperaments and determine how to develop transition practices that meet the needs of children with diverse temperaments.

Materials:
Handout 5: Temperament Types and Traits
Handout 6: Temperament Scenarios
Optional Video: *Flexible, Feisty, and Fearful: The Different Temperaments of Infants and Toddlers*

Trainer Preparation Notes:

For further information on temperament, you may want to obtain and view the video *Flexible, Feisty, and Fearful: The Different Temperaments of Infants and Toddlers.* Refer to the Resources section in this guide for ordering information.

Introduce Temperament Types

1. Explain to participants that all people, including infants, have unique characteristics that influence how others interact with them. The term *temperament* is often used to describe these unique traits. Further explain that temperament is not to be confused with personality or one's mood on any given day. Rather, it is a collection of inborn tendencies and preferences that need to be accepted, not changed, in a young child. Temperament plays an important role when families and teachers plan infant transitions. The three temperament types of children are listed and briefly described below. Most children can be described as being the first type (flexible) or some combination of these types:

   - **Flexible** (sometimes referred to as an *easy* child)—a child who is optimistic, adapts quickly, sleeps through the night without distress, and can handle new experiences and people

   - **Feisty** (sometimes referred to as a *difficult* child)—a child who finds it hard to get to sleep, has nap times that change daily, cries often in new situations, adapts slowly, and reacts intensely

   - **Fearful** (sometimes referred to as a *slow-to-warm-up* child)—a child who is uncomfortable with new situations, is slow to express negative moods, and typically stands at the edge of the group holding on to a family member's hand

Review Temperament Traits

2. Distribute *Handout 5: Temperament Types and Traits.* Explain to participants that temperaments can be recognized by observing certain traits or behaviors, including:

- Regularity in sleeping and eating
- Adaptability
- Approach or withdrawal
- Intensity of reaction
- Positive or negative mood

Note that participants may see other differences in temperament as well; for example, children with certain temperaments may be much more sensitive than others to touch, light, or noise.

Reflect on Individual Temperaments

3. Ask participants to take a few minutes to think about what temperaments they had as children. They should consider the following:

- How did their inborn traits influence their relationships?
- How did their temperament affect how they felt when they experienced a transition or change?
- Did they adjust to change easily or slowly?
- What helped ease adjustments to change?

Encourage participants to share their insights with the group.

Discuss Scenarios

4. Divide the participants into small groups of three to five. Distribute *Handout 6: Temperament Scenarios* and assign each group a different scenario. Instruct the groups to discuss their scenario and to answer the questions listed below:

- What temperament traits were described in the scenario?
- How do the temperaments of teachers and family members influence the relationship they have with an infant who has a different temperament?
- Why is understanding your own temperament and that of an infant so important during transitions?
- How would you create or adapt the transition process described in the scenario to make it fit the child's temperament?

Reconvene the groups and ask them to share their discussions.

Summarize

5. The following considerations regarding infant and toddler temperaments are important to keep in mind:

- Understand how a particular trait influences a child's behavior and find the best way to respond.
- A supportive teacher or family member who accepts a child's temperament can help a fearful or feisty child adapt to change.
- The response that an infant receives from a teacher or family member influences his emerging sense of self.

Further explain that temperament should be carefully considered when planning infant transitions. Some children can easily adapt to change; others need to be introduced more gradually to new routines, people, or settings.

Reflect

Explain that temperament is not defined or categorized the same way across all cultures. To discover and learn about different family practices and approaches to temperament, participants need to step back, observe, and discuss their observations. Ask each participant to reflect on the following question:

- How can you take what you know about temperament and evaluate how it matches or does not match the beliefs of a particular parent in your program?

Activity 1–6: Creating Optimal Environments for Social Development

Purpose: In this activity, participants will learn how to develop a secure environment that supports infant social development.

Materials:

Digest: Infant and Toddler Identity Formation (Informational Resources)
Hands-on Tool 8: Practices That Support Social Development (Informational Resources)
Hands-on Tool 7: Developmental Transition Profile (Informational Resources)

Introduce Activity

1. Introduce this activity by discussing with participants how relationships influence children's development of trust. Emphasize that infants need intimate, close contact and an environment where they can feel warm, safe, and secure. This type of environment is also necessary for an infant to develop a sense of security and a healthy, positive identity, which are the baseline for all other social development.

Discuss Digest

2. Give participants a copy of *Digest: Infant and Toddler Identity Formation.* Review key practices described in the Digest and discuss the importance of small, intimate groups for infants. A small group arrangement creates an environment that encourages social interaction

between an infant and a teacher and supports a positive sense of self. Teachers can read the infant's cues to provide emotional nurturing and support.

Focus on a Program

3. Ask participants to focus on the environmental characteristics of their particular program by answering the following questions:

- How is the space in the infant's room or environment arranged to support small groups, promote one-on-one social interaction with the teacher, and give the infant a feeling of security?
- How is the space arranged to allow the infant to have a special place for close, intimate contact with the teacher? Is there a quiet place provided for the child?
- How does the environment accommodate the special needs of children with disabilities?
- What considerations have been made in the arrangement of the space for teachers to make eye contact; read infant cues from a distance; and provide secure, emotional support?
- How does the environment allow each child to develop warm, safe, and secure feelings? How does the arrangement promote the child's exploration, investigation, and identity formation?
- How does the family environment support the child's need for security, exploration, and identity formation?

Have participants record how their program illustrates each characteristic of a warm, secure environment that is inclusive of all children and contributes to each child's identity formation.

Make Lists

4. Coach participants as they list the features of their program that allow for security and a positive sense of self. Create a second list of changes that may be needed in the infant's environment to ensure that it supports the child's security and sense of self.

Provide a copy of *Hands-on Tool 8: Practices That Support Social Development*. Ask participants for ideas from the Hands-on Tool that could be added to their program to promote the social development of infants. Concentrate on the first two sections of this Hands-on Tool and generate examples of ways that a safe and warm classroom allows the teacher or family member to work with the child by:

- Responding to social gestures and noises.
- Playing responsive social games.
- Recognizing his need for a consistent, familiar partner.
- Remaining available to protect and comfort him.

Make Action Plan

5. Assist participants in making an action plan so that their infant program provides a social environment that is safe and secure and that encourages identity formation. Give participants a copy of *Hands-on Tool 7: Developmental Transition Profile*. Have participants fill in the three columns labeled See Me!, Hear Me!, and Help Me Adjust to Changes! for each developmental category.

   Explain to participants that the first column, See Me!, represents what the infant is doing in that particular area of development. The second column, Hear Me!, represents ways in which the infant communicates through early sounds. The last column provides space to note ways to change or improve a program so that it offers a secure environment that provides opportunities for infants to develop and discover their identities.

Reflect

Ask participants to reflect on the following questions:

- How can you ensure that home and center environments are appropriate and inclusive for children with disabilities?

- What would make a particular environment culturally inconsistent or in conflict with family practices for a particular infant or toddler? How would you know?

- Is it possible for an environment that is optimal for some children to be in conflict with the cultural practices of others?

Have participants keep the following points in mind when reflecting:

- Being able to see a family's expectations and preferences for an infant's social development from a multicultural perspective and having the ability to communicate effectively about cultural differences can help a relationship begin on a respectful note. These abilities are important in learning about and respecting different cultural perspectives of security and identity formation.

- Being aware that some children come from cultures that define identity not as independence and individuality, but as cooperative, supportive membership in a group, may help in some cases.

- Understanding that practice needs to shift from universal principles to an individualized, inclusive, and cultural view of child development and care.

Activity 1–7: Promoting Consistency and Ongoing Communication

Purpose: In this activity, participants will learn how to communicate information about a child's daily experiences and ongoing developmental progress.

Materials:

Handout 7: Sample Completed Daily Communication Sheet
Handout 8: Daily Routines Communication Sheet—Parts 1 and 2
Handout 9: Home-Based Weekly Communication Sheet
Hands-on Tool 9: Communicating about Children (Informational Resources)
Hands-on Tool 10: Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators (Informational Resources)
Newsprint, markers

> **Trainer Preparation Notes:**
>
> Before the workshop, ask participants to bring with them a recently completed communication form or log that staff and families used to record information about a child in their care. If no forms exist in their program, distribute *Handout 7: Sample Completed Daily Communication Sheet* in Step 2 of this activity.

Introduce Activity

1. Introduce this activity by explaining that information sharing between families and staff promotes consistency in a child's life and creates a sense of security. When an infant's needs are being met in a similar way at home and outside the home as a result of ongoing staff-family communication, adaptations can be made in routines and care to match the developing child's changing needs. During transitions, frequent informal and formal communication is especially important for providing responsive, individualized care. Sharing news about a child's daily experiences also provides continuity between home and care settings. This not only benefits the child, but also helps ease feelings of separation that may be experienced by family members when the child is cared for in a center-based program.

   Ask participants the following questions:

   - What techniques do you currently use to learn as much as you can about an infant in your program?

- What do you learn about the child by communicating with the family?
- How do families learn about their child's experiences outside the home?
- Why are daily routines and events important to share?
- Why is frequent staff-family communication especially important for children with special needs?

Review Communication Sheets

2. If participants brought a completed communication form that was used in their program, ask them to review this information. If participants did not bring a form, distribute *Handout 7: Sample Completed Daily Communication Sheet*. Invite each person to comment on how or whether the following information is addressed:

- Information useful during transitions
- Possible areas of concern
- Information to help developmental progress
- The amount of change in the infant's life
- Family input to create continuity between home and the program

Ask participants:

- If you were a member of this child's family, what other information would you like to know about your child's day?

Adapt Communication Sheets

Briefly discuss how the communication sheets the participants currently use in their program could be modified to include any additional information that staff and parents would find helpful.

Daily Communication Sheets

3. Distribute *Handout 8: Daily Routines Communication Sheet—Parts 1 and 2*. Also distribute *Handout 9: Home-Based Weekly Communication Sheet* to participants who are involved in home-based programs. Ask participants to form small groups and review these handouts in terms of how they might be used in or adapted for their program or at home.

Reconvene and ask the following questions:

- How does this information help families and staff support and provide continuity for the child?

- How does sharing this information lead to building trusting relationships between families and staff?

Distribute Hands-on Tools

4. Explain to participants that daily written communication is only a small part of staying connected because it shares information at one point in time, without taking into account the complete picture of a child's development. This information is still important, however, and should be used as a basis for preparing regular developmental updates. Distribute *Hands-on Tool 9: Communicating about Children* and *Hands-on Tool 10: Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators.*

Developmental Communication

5. Direct participants to Hands-on Tool 9 and ask them to form groups again. Assign each group a domain area: motor, language, or social development. Ask each group to use the guidelines and the information from Hands-on Tool 10 to compile a short developmental description of a child. Tell each group that they can use the characteristics of a child who is familiar to them to make their descriptions more realistic.

Have each group share their descriptions. Emphasize that communicating both daily and at longer intervals can give families and early childhood professionals a clearer picture of a child's development and can enable them to better support the child as she changes.

Cross-Cultural Communication

Mention that the following points are important in developing good cross-cultural communication:

- Staff need to recognize that unless a family has made a decision to take on a new culture, parental child-rearing practices are designed to prepare children for adulthood in the family's culture.
- When a child enters a program, staff need to become aware of the family's practices and how they relate to developmental goals. This information can be gathered by observing the parents and child together and by talking informally about practices and goals.

Reflect

Ask participants to reflect on the following:

- Can you imagine a parent attaching a different meaning to a piece of information than you did? What might be an example?
- How can conversations with parents—either formally, in meetings, or informally, during arrivals and departures—supplement the written records addressed in this module?

Activity 1–8: Preparing for a Transition

Purpose: In this activity, participants will learn strategies for transitioning a child into an early childhood program.

Materials:

Digest: Effective Infant Toddler Transitions (Informational Resources)
Hands-on Tool 14: Checklist for Exchanging Information (Informational Resources)
Hands-on Tool 6: Individualized Transition Plan (Informational Resources)
Hands-on Tool 11: Easing Separations for Infants and Toddlers—Program Entry (Informational Resources)
Newsprint, markers

Summarize Infant Transitions

1. Summarize the elements of effective infant transitions and review the information contained in *Digest: Effective Infant Toddler Transitions*. Discuss the benefits of gradually introducing a child into a new setting as described in the Digest. Explain that it is ideal to have the same primary teacher remain with the infant as he progresses into toddlerhood because it will limit the number of times the child needs to adjust to a transition. However, when a change is necessary, continuity can still be provided by careful, sensitive planning and information sharing. A gradual transition process is also important. Small, incremental steps that allow a child to feel comfortable and confident help the infant transition into toddlerhood.

Generate a List

2. Ask participants to generate a list of everything that they would want to know about an infant and his family prior to their entry into an early childhood program. Record participants' ideas on a sheet of newsprint. Distribute *Hands-on Tool 14: Checklist for Exchanging Information*. Ask participants to compare items between this list and the list that they generated as a group.

Explain Individualized Transition Plan

3. Explain that an individualized transition plan can help organize information and lay the groundwork for a smooth transition. Distribute *Hands-on Tool 6: Individualized Transition Plan* to each participant.

Pair Up and Role-Play

4. Ask participants to pair up and role-play a transition planning meeting. For each pair, have one participant take the role of a family member whose infant is entering an early childhood program for the first time, while the other takes the role of a program representative. The person playing the family member should share information about his own child (or an infant with whom he is familiar). Together, the participants should complete the Individualized Transition Plan and the accompanying Action Plan Timeline from Hands-on Tool 6.

Discuss Scenarios

5. When participants have finished meeting, reconvene and ask:
   - What was the most valuable piece of information that you learned?
   - How did you use this information to develop your Action Plan Timeline?
   - What other information do you feel you needed about the child and his family that you were unable to gather from this meeting?
   - What methods could you use to collect this information?

Discuss Easing Separations

6. Distribute and discuss *Hands-on Tool 11: Easing Separations for Infants and Toddlers—Program Entry*. Explain to participants that managers, staff, and family members all have a role in easing the separation and transition experiences of infants.

Reflect

Close the activity by asking participants to reflect on the following question:

- What information from this exercise do you feel can be implemented into your program?

Next Steps: Ideas to Extend Practice

The following activities can help participants review key information, practice skills, and assess their understanding of this module's concepts.

- Review the Program Profiles contained in the **Informational Resources** section and discuss the possibility of adapting certain transition practices that promote consistency and continuity for infant transitions in their program.
- Obtain the video *First Moves: Welcoming a Child to a New Caregiving Setting*. (See the **Informational Resources** section for ordering information.) In addition to staff development, this video may also be used during home visits with families to describe supportive ways of gradually introducing a child to a new care situation.
- Obtain the video *Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers*. (See the **Informational Resources** section for ordering information.) Use this video to demonstrate *getting in tune* and *dancing with an infant*. Discuss how the teacher or family member responded to the infant's feelings and cues. After showing the video, you might ask participants what they would do to respond to an infant's different cues.
- Videotape several days of classroom activity, interactions, and social behaviors. Review practices regarding the identity formation of infants. Refer to materials in the **Informational Resources** section on supporting identity formation, such as *Hands-on Tool 3: Supporting Identity Formation in Infants and Toddlers* and *Digest: Infant and Toddler Identity Formation*. Compare practices and note areas for development. Videotape classroom activity again in 1 to 2 months and review the improvements that were made.
- Videotape home visits over a period of time. Have families view the tape and discuss developmental transitions and supportive family-child interactions. Use the same videotape for each family, and at the end of a year, present the family with this interactive record of early growth and change.

- Discuss with program managers the characteristics of the program's environment for providing optimal surroundings for infant identity formation and a safe, secure place to explore. Discuss the importance of quiet areas, where infants have an opportunity to be rocked or cuddled, and the notion of small groups in a particular area. Plan possible changes where feasible.
- Obtain the video *Flexible, Feisty, and Fearful: The Different Temperaments of Infants and Toddlers*. (See the **Informational Resources** section for ordering information.) Use the video to present and discuss examples of temperament. Remind staff and family members that temperament is not personality. Discuss how different temperaments were handled in the video.

Handout 1: Stages of Relationships

- **Stage 1.** Many parents start with strong feelings of anxiety; for example, they may worry about how they are perceived and if they are seen as good parents. It is hard for them to pay attention to outside events. They may try to listen, but information given to them at this point is often *lost*.
- **Stage 2.** As the relationship grows, some parents start to feel connected with their family visitor or child's teacher. They may adopt that person's values and beliefs or realize that their values and beliefs are the same as the other person's.
- **Stage 3.** As they become more comfortable, parents may start to express their own opinions. They feel ready to raise questions, and they see their own views as different from those of the family visitor or teacher.
- **Stage 4.** As they voice their own opinions, parents may feel moments of insecurity. They may wonder if the home visitor or teacher is upset by their independence or disagreement. They need additional support and reassurance during this stage.
- **Stage 5.** Parents feel confident and secure. They can listen to others' views and opinions, but they also contribute their own ideas to the program and help other parents.

Think of a family-staff relationship and describe what helped move the relationship through the transitional stages and what seemed to hinder progress from one stage to the next.

Adapted in part with permission from the Beaver County (Aliquippa, Pennsylvania) Early Head Start Presentation, "A Developmental Approach to Mentoring in Head Start," at the 1998 Head Start Institute for Programs Serving Pregnant Women, Infants, and Toddlers and Their Families, Washington, D.C., January 20–24, 1998.

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Handout 2: Stages of Parenthood

Directions: *Review key characteristics of the stages that parents of infants and toddlers typically experience, as outlined below, and note ways that you can be supportive.*

Image-Making Stage

- This stage begins before a child is born.
- Parents prepare for a child's birth by imagining what their child will be like; how they will relate to the new child; and how the child's birth will affect other relationships—with each other, with their other children, with their own parents and other family members, and with friends.
- In this stage parents often alternate between hopes and fears, and excitement and anxiety.
- Teachers can help by listening attentively if parents talk about their feelings and dreams and by introducing parents-to-be to each other.

Nurturing Stage

- This stage begins when the child is born.
- Parents compare the child they imagined with the infant in their arms. Accepting differences between image and reality can be challenging.
- Some parents love their new baby immediately and deeply; others develop these bonds more gradually.
- As their attachment takes root, parents may feel possessive and competitive with others close to their child. Teachers can help by showing that they recognize and support the parents' role as the most important adults in the child's life.
- In this stage parents often feel overwhelmed, uncertain, and exhausted. Teachers can help by listening to and reminding parents that they are handling a lot.

Authority Stage

- This stage begins gradually as the infant becomes mobile and explores an ever-expanding world.
- Parents who have been focusing on satisfying the infant's needs and wants must now learn to say "no" when necessary. They must decide on appropriate limits and enforce them, usually through trial and error. The child also struggles, asserting his independence and testing the limits before he accepts them.
- Teachers can help by example by setting clear, realistic limits with the child and with others in the same group and by sharing their perspectives on the child's development. A teacher's comment on the *declaration of independence* of a child who shouts "No!" may help a parent step back and feel less embarrassed, confronted, and challenged.
- Teachers can also help parents connect with each other so they can share the difficulties and joys of raising toddlers.

Adapted with permission from Ellen Galinsky, *The Six Stages of Parenthood* (1987). Copyright © 1987 by Ellen Galinsky. Also adapted with permission from Perseus Books Publishers.

Handout 3: Home Visiting Plan

Directions: *This worksheet is to be completed by staff and family together during the initial home visit. It should be referred to often during the home visiting relationship to help guide each visit.*

Expectations

Staff and parents should list what they and the child can expect from the relationship.

Staff Expectations:

Family Expectations:

Planning

Staff should outline what they plan to do with both the family and the child during the home visits.

Roles

All adults need to be clear about what their roles will be during the home visits and throughout the relationship.

Setting

Family members can explain how they nurture their children. They might also describe daily routines and other important information they wish to share about their family life.

Handout 4: Tuning In

Directions: *Review the list of typical infant cues in Column 1. Then write in Column 2 what you think the child might be feeling. In Column 3, record your ideas for being responsive and respectful to the child's cues.*

What the Child Does	What the Child Might Be Telling You	How You Might Respond
Breaks eye contact and looks away as a new, unfamiliar adult approaches		
Crawls across the room while looking back at a familiar adult		
Crawls over to the door and cries as his grandmother leaves the room		
Squirms each time she is carried into a brightly lit room		
Regularly turns his head just before his bottle is empty		
Tries to hold onto the spoon tight in her mouth while you feed her		
Cries when you put him on the cold floor		
Approaches you as you come in and greets you with a smile		
Begins to cry at about 3 p.m. each afternoon		

Handout 5: Temperament Types and Traits

The following chart lists a sampling of temperament traits. Most children do not match a single temperament type. Adjustments during transitions can be influenced by how flexible a child is, how familiar she is with a new experience or setting, or how frequently he has experienced change in his life.

Traits	Types		
	Flexible Child	**Feisty Child**	**Fearful Child**
Regularity	Typically easy to toilet train, sleeps through the night, has regular feeding and nap routines	Finds it hard to sleep through the night, feeding and nap schedules may change from day to day, may be difficult to toilet train because of irregularity	May or may not be irregular in sleeping, feeding, and toileting
Adaptability	Optimistically approaches most situations, adapts quickly	Typically fusses or cries at anything new, usually adapts slowly	Uncomfortable with anything new, adapts slowly, typically shows this feeling more slowly or quietly than the feisty child
Approach/ Withdrawal	Takes to new situations and people pleasantly	Fusses or cries	Typically stands at the edge of the group; clings to her mother at the store, at a birthday party, or when going to a child development program for the first time
Intensity of Reaction	Expresses distress or frustration mildly	Quickly and often expresses frustration, may have a temper tantrum	Shyness immediately becomes worse, child may eventually cry
Positive or Negative Mood	Generally cheerful	Often expresses an unpleasant or disagreeable mood	May be in an unpleasant or disagreeable mood, but because of shyness and quiet manner, mood is expressed slowly

Adapted with permission from Stella Chess, "Temperaments of Infants and Toddlers," *A Guide to Social-Emotional Growth and Socialization*, The Program for Infant/Toddler Caregivers, Far West Laboratory for Educational Research and Development (Sacramento, CA: California Department of Education, 1990), pp. 4–13; and from WestEd Laboratory for Educational Research and Development, *Trainer's Manual, Module I: Social-Emotional Growth and Socialization*, The Program for Infant/Toddler Caregivers (Sacramento, CA: California Department of Education, 1993), pp. 15–21.

Handout 6: Temperament Scenarios

Six-month-old Tara is about to have a change of primary caregiver in the program she has attended since she was 2 months old. A new caregiver, Maria, has been carefully selected and has arrived to start work today. Lydia, Tara's mom, met Maria last week when they spent their lunch hour getting to know each other and talking about Tara's growth and development. Lydia has made arrangements to go to work late today so that she can help introduce Tara to Maria. The caregiver who is leaving at the end of the week is also present. Lydia is holding Tara when Maria enters the room. After Maria gets settled, she approaches Tara and Lydia. Maria and Lydia greet each other warmly. Maria stands beside Lydia so that they are both facing Tara. The threesome exchange smiles, and the two adults talk with each other and to Tara. Tara can easily see both women at the same time. After about 10 minutes of happy chatter, Lydia notices that Tara appears to be quite relaxed. Lydia offers to let Maria hold Tara. Tara is transferred into Maria's outstretched arms. Tara can still see her mom because the two women continue to stand side by side. As Tara is shifted, she immediately reaches out to touch Maria's bright smile. Tara looks intently at the new face but continually looks back at her mother, who is still laughing and smiling. After about 5 minutes, Tara reaches for her mom. Lydia reaches for Tara as Maria puts Tara into her arms. Lydia holds Tara close to her chest with Tara's head just beneath her chin. Tara nuzzles her mom's neck and then turns her head to look at Maria, who is still standing next to Lydia. Maria smiles and waves at Tara, who turns her back to once again nuzzle her mom.

Michelle, a Head Start staff worker, rings the doorbell, ready to begin her scheduled home visit with Nancy and her 10-month-old son, Jacob. Nancy and Jacob answer the door. Jacob has his arms wrapped tightly around his mother's neck with his face turned back toward the living room as Michelle enters. Jacob buries his head down on his mother's shoulder so that he and Michelle do not make eye contact. Michelle says hello to him anyway. She has visited several times before, but Jacob always treats each visit as though it is her first. "Say 'Hi, Michelle, I'm glad to see you again,' " prompts Nancy. Jacob clings more tightly to his mom and does not utter a sound. Nancy sits on the floor among the blocks that she and Jacob had made a game of—her stacking them up and him knocking them over. She tries to set Jacob in her lap, and he clings to her, resisting her efforts. Michelle sits on the floor a few feet away. Five minutes into the session, Jacob stops resisting his mom's efforts to set him in her lap. For the next 20 minutes, he gradually begins to respond to the toys that she offers him. He makes fleeting, periodic glances at Michelle. Finally he moves off his mom's lap and fingers some of the blocks. He is now able to look directly at Michelle for extended periods of time, and he even manages to smile back at her when she smiles at him, but some part of his body (his leg, shoulder, or foot) remains in contact with his mom's body.

Handout 6: Temperament Scenarios (Continued)

When Bob from Early Head Start arrives, Roberta is at her wit's end. Ten-month-old Constance, her daughter, does not have a daytime sleep routine. It seemed to Roberta that Constance had slept no more than 30 minutes during any daytime hours of her young life. Although Constance did sleep for several hours at a time at night, even that sleep was often interrupted by fussy periods of wakefulness. During the day, Constance was always fussy, irritable, and hard to comfort. Roberta had tried everything she could think of to help her child get some rest. Roberta was convinced that Constance would be less irritable and might even have a better appetite if she got more rest. Bob listened intently. He assured Roberta that together they would eventually figure out what to do. Bob told Roberta some of the funny stories that his grandma used to tell him about raising his dad, who, according to his grandma, was strong-willed, in constant motion, and never seemed to sleep. He said that his grandma's best advice about daytime naps was, "Cut down on the distractions." For example, his grandma had learned to do things like slow the pace of activities as nap time approached and change the arrangement of the space where she expected him to sleep to clear it of distractions. Finally, Bob said that his grandma came to understand that her son was a *cat napper*. Thus, she grew to appreciate and plan for his short rest breaks. Bob and Roberta began to talk about what reducing the distractions might mean for Constance.

Toni buckles 6-month-old Sammy into his high chair. It is a little past his usual lunchtime. She realized that the time had gotten away from her when he began to fret more and more. From his perch in the high chair, he watches her hands closely as she sits in front of him spooning his food into a dish. When she finally offers him a spoonful of carrots, his mouth opens long before the spoon gets halfway there. He gobbles the first several spoonfuls down very quickly. "My goodness! I'd better keep my fingers out of your way," Toni laughs. Sammy, mouth open, responds by banging the tabletop with both hands, palms down. "Okay, okay," Toni says, "no time to talk." After a few more bites, Sammy slows his pace and begins to savor his food. He holds it a little while in his mouth, moving his tongue from side to side. "Oh, so you've decided to slow down and taste your food," Toni says, smiling. Sammy smiles back at her and reaches for the spoon.

Handout 7: Sample Completed Daily Communication Sheet

Child's name: Maria Ortiz

Date: 10/15/98

Family Section

When did your child wake? 6 A.M.

Last diaper change? 6:15 A.M.

When did your child last eat? 7 A.M.

What and how much? Cereal and milk—5 oz.

Recent changes in the family or child's routine?

Grandmother recently moved into our home. Maria enjoys sitting on her lap.

How would you describe your child's mood?

Seems happy and content. Enjoys exploring.

Special instructions or other information?

None.

Teacher Section

Routines:

Diaper changes				Sleeping		Eating		
Time	Wet	BM	Dry	From	Until	Time	What	How much
9:00		X		9:30	11:00	10:30	Milk	6 oz.
11:00	X			4:10	5:00	12:30	Fruit	1/2 Jar
1:00	X						Milk	6 oz.
3:00		X				3:00	Cereal	w/2 oz. Milk
5:00	X					5:30	Milk	5 oz.

News and Activities:

Emerging language:

Maria enjoyed looking at the board books! She tasted them as she turned the pages.

Reactions to routines or people:

Smiled & enjoyed meeting our newest infant. She watched this baby for the longest time. Ate peaches and seemed to like them. Fussy before nap.

Motor development:

Maria pulled herself up and stood in front of the mirror!

Favorite activities today:

- Taking a walk and smiling when she watched toddlers play outside.
- Pulling herself up and watching herself in the mirror.

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Handout 8: Daily Routines Communication Sheet
Part 1: Family Information

Child's Name: ______________________ **Date:** ______________

When did your child wake? **Last diaper change?**

When did your child last eat? **What and how much?**

Recent changes in the family or child's routine?

How would you describe your child's mood?

Special instructions or other information?

Do you have any news about your child OR have you noticed any changes in your child?

What can you report about your child's reactions to people?

What is your child's favorite game to play?

Handout 8: Daily Routines Communication Sheet
Part 2: Teacher Information

Child's Name: ______________________________ **Date:** ____________________

Routines:

Diaper changes				Sleeping		Eating		
Time	Wet	BM	Dry	From	Until	Time	What	How much

News and Activities:

Emerging language:

Motor development:

Reactions to stimuli and people:

Favorite activities today:

Handout 9: Home-Based Weekly Communication Sheet

Child's Name: ____________________ Age: __________

Completed By: ____________________ Date: __________

Family Notes on Highlights of the Week

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Mood							
Language							
Social							
Motor							
Routines: **Feeding** **Toileting** **Sleeping**							
Favorite Activity							

Handout 9: Home-Based Weekly Communication Sheet (Continued)

Other Comments

Things went really well when ____

____

My child is beginning to ____

____

I was wondering about ____

____

I am worried about ____

____

Questions I want to ask home visiting staff are: ______________________________

____

____

Module 2

Toddler Transitions

Outcomes

As a result of completing this module, participants will be able to:

- Explain how the developmental characteristics of toddlers influence transitions.
- Plan and implement individualized transition activities and routines for toddlers and adjust these plans when needed.
- Identify similarities and differences between programs for infants and programs for toddlers.
- Discuss the question of when it is appropriate for a child to make the transition to the next program.
- Provide continuity for families by minimizing the number of transitions that children experience.

Key Concepts

- All of the developmental changes that occur during toddlerhood—increased language, budding independence, and beginning awareness of peers—must be considered when developing transition practices.
- Sometimes even the most carefully planned transitions need to be adjusted to meet an individual child's reactions and needs.
- Toddlers find consistent routines to be comforting and change in established routines to be unsettling. Morning good-bye routines are especially important for toddlers.
- The ideal practice is to provide toddlers with continuity in caregiving arrangements by avoiding transitions to new settings or new providers. This benefits the child, the family, and the provider. However, when changes in care are necessary, staff need to be able to discuss these changes with families so that a mutual decision can be reached on when the transition should take place.

Background Information

Toddlerhood is a time of increased exploration. Mobility makes the toddler's world a much larger place. The ability to move about and explore things on their own can be fun, exciting, frustrating, and scary for young children. They still need adults to encourage their learning, applaud their accomplishments, and keep them safe from harm. The cultural values of the family will set the tone for this period of rapid growth, which includes increased strength and maturity in large and small muscles, increased understanding and use of language, and greater self-awareness, to name a few areas.

Independence and Self-Expression

As infants enter toddlerhood, they begin to perceive themselves as separate from other people. They are beginning to become more independent and able to do things for themselves. They are rapidly developing expressive language and becoming better able to relay their likes and dislikes to others. *Me do it* is a common response, even if the child is not fully able to do it. The gap between what the child wants to do and is capable of doing sometimes leads to the tantrums that are so common during these years.

Predictable Routines

It is possible to reduce the frustration that children experience during toddlerhood. When environments are planned with their size and capabilities in mind, and when they are offered predictable routines and given consistent expectations, children can adjust their behaviors accordingly. For example, Julia can reach the sink at school to wash her hands by herself, but she cannot reach the faucets at home. She becomes distressed because she is unable to do at home what she is very capable of doing at school. However, Julia's mother can ease Julia's distress by placing a stool in front of tne sink at home.

If Sanchez knows that each morning his mother will read two books to him and then go to her own school, the daily good-bye transition is much smoother because he can easily predict and plan for his mother's departure. However, if his mother is running late and cannot read any books to him, Sanchez may become upset, leading to a stressful morning. An observant teacher might notice and could try to replicate the good-bye routine to help Sanchez feel more comfortable.

Cognitive Growth

The toddler years—when young children explore, test, and stretch the limits to see what is possible—are a period of numerous natural transitions. They are also a time of important cognitive growth as toddlers expand their knowledge about how the world works. Toddlers are continuously taking in new information, including physical information (such as balance, speed of movement, and touch) and social information (such as the actions and reactions of others and the meaning and tone of language). Toddlers combine new and old information to form theories about how the world works, which, of course, must be tested. Although toddlerhood is a critical time for learning and relationship building, it can be a very trying time for adults, who may feel as though they are dealing with a different toddler each day.

Managing the Toddler's Environment

It is possible to reduce adult frustrations and concerns. For adults to manage or stay abreast of developing situations, they must have prepared the space that the child or children will be using. Is it safe? Are there interesting things for the child to do? Is an adult nearby and does she have a good view of the surroundings? Are a few simple rules consistently applied?

Adults also must learn about each child's likes and dislikes, skill levels, and so forth, and need to be on the lookout for changes. Module 1 of this guide provides further information about the different temperaments that children may have. This information can help adults judge, for example, when to be firm about stopping a behavior and when to let the behavior take its course. Although tantrums and unsafe situations may still develop, they are less likely to get out of control if an adult is actively managing the environment by being attentive and consistent. In this way, discipline can become less an emotional power struggle between children and adults and more part of a practice of guiding behavior through numerous transitions.

Continuity and Daily Communication

When children are enrolled in programs such as Early Head Start and Head Start, it is essential that program staff and families work together to guide the children consistently and well. To create continuity between home and other care and learning settings, program staff and families need to stay connected through daily communication. Program staff need to understand a family's composition, child-rearing preferences, and culture so that they can create a caring environment in which the child feels secure. Families need to understand how their child responds to events while in other care settings so that they can offer some similar experiences at home. Whatever staff and families decide, they should work together so that they are consistent with each other. They can partner to find which routines work best for the toddler and then stick with these. When the child's responses change, families and staff can share their observations, discuss adjustments in routines or experiences that could help the developing child's needs to be met, and plan strategies for easing transitions.

Refer to Introductory Activity

For more information about supporting effective transitions, refer to *Introductory Activity: Framing Your Roles of Support*, which begins on page 11.

Activity 2–1: Understanding the Role of Exploration in Toddler Development

Purpose: In this activity, participants will have an opportunity to explore the world from a toddler point of view, express their feelings about toddler explorations, and experience how solid relationships and gradual introductions to new experiences can support toddlers in their transition from infancy.

Materials:

Common household items (for example, keys, newspapers, paperback books, eyeglass cases, plastic cups, drinking cups, and pots and lids). Have enough items so that each individual in the group gets one different item or, for large groups, teams of two or three people share an item.

Handout 10: Exploration

Newsprint, markers

How Toddlers Make Sense of New Things

1. Ask participants to reflect on a time when they introduced a new item or material into the classroom or home and to recall how different children became acquainted with the item. For example, when a chime ball was rolled into their room, Paul chased after it, Yiching clapped her hands to the sounds, and Dalind tried to put it into his mouth. Record participants' responses on the newsprint and help them understand that toddlers use many or all of their senses when they encounter something new. Emphasize that early learning is interconnected in all areas of development.

A Toddler's Point of View

2. Pass around the common household items so that each individual or small group has a different one. Ask the participants to consider the many ways that young children in their care would interact with the items. Then ask participants to write down what kind of information toddlers might gain by touching, tasting, smelling, listening to, and looking at these items. Ask how toddlers might feel before, during, and after handling the items.

3. Ask for volunteers to sit or crouch on the floor to simulate toddler height. Ask them what they see at this new eye level—for example, adults' knees, tabletops, and electrical cords. Ask what interests them or catches their eye from this perspective. Does the environment support and encourage exploration?

Toddler Exploration

4. Distribute *Handout 10: Exploration* and lead a discussion about how parents and teachers might perceive the positive and negative aspects of toddler exploration. Seek to elicit a range of feelings, from the excitement and pride a parent might feel about a child's new ability to climb stairs, to the anxiety and stress that might occur when a toddler reaches for the stove or dumps toys when her mother is trying to clean up the apartment in preparation for a home visit. Emphasize that it is important to establish a safe, supportive environment that will make it easy for toddlers to do what comes naturally to them while also beginning to set limits on behaviors that are dangerous or harmful to toddlers or others around them.

Role-Play Toddler Exploration

5. Ask for three volunteers or try this in small groups. Assign roles so that you have:

   - A curious, active toddler.
   - A tired or stressed parent or teacher.
   - A supportive and responsive parent or teacher.

   Have the toddler attempt a potentially dangerous act, such as standing on an unsteady chair or putting a small item in her mouth. Have the tired, stressed adult react and then have the supportive, responsive adult react. Compare the responses between the two types of adults and discuss what each response teaches the child about curiosity, exploration, identity, and self-worth.

Reflect

Building on the role-play activity, ask participants to reflect on how actions that support exploration, strengthen security, and support a toddler's emerging identity also help ease transitions for toddlers and their families.

Activity 2–2: Identifying Similarities and Differences

Purpose: In this activity, staff and parents will identify similarities and differences between infant and toddler developmental needs and will examine what settings and experiences are the most appropriate for each. Participants will also gain a better understanding of how a transition might feel from a toddler's perspective.

Materials:

Hands-on Tool 12: Transitions—What Will Be Similar and Different in the Next Setting? (Informational Resources)
Hands-on Tool 14: Checklist for Exchanging Information (Informational Resources)
Hands-on Tool 2: How Does Change Look and Feel? (Informational Resources)
Optional: *Digest: Cultural Issues in Early Care* (Informational Resources)

Coach Preparation Notes:

- This coaching activity is for both staff and family members. Consider holding a combined session so that staff and families can be in a learning setting together to discuss similarities, differences, and individual concerns about new settings.

- You may want to review *Digest: Cultural Issues in Early Care* from the **Informational Resources** section to prepare for the discussion in Step 3 of this activity about maintaining family practices and cultures during transitions in development or to new settings.

Similarities and Differences

1. As coach, summarize the characteristics of toddler development from the Background Information section of this module. Distribute and review *Hands-on Tool 12: Transitions—What Will Be Similar and Different in the Next Setting?* from the **Informational Resources** section. Point out additional questions from the Hands-on Tool that were not mentioned in the examples in Step 1. above. Explain that it

is important for families to observe, ask questions about, and learn about the new program, classroom practices, and how teachers and staff interact with children so that they can gather the transition information they need. Explain that staff need to work with families to promote the sharing and understanding of this information.

Discuss Family Practices

2. Ask participants to think about the family practices, cultures, and language preferences that they would need to maintain during transitions. Discuss these with participants and help them determine approaches for addressing these concerns when preparing for transitions to the next level of development or new settings.

Review Information Checklist

3. Explain to participants that a checklist of information needs to be exchanged between families and staff both before and during transitions. Provide participants with *Hands-on Tool 14: Checklist for Exchanging Information* from the **Informational Resources** section and review the examples of critical information that needs to be shared between families and program staff.

Reflect

Distribute *Hands-on Tool 2: How Does Change Look and Feel?* from the **Informational Resources** section and ask participants to describe a recent or upcoming change in a child's care or routine. Then have them reflect on the transition from the perspective of the child, the family, and the staff or director. Participants should then develop individualized transition strategies using the Hands-on Tool.

Activity 2–3: Routines Help Create Home and Cultural Continuity

Purpose: In this activity, participants will learn the importance of routines in creating a feeling of continuity between the child's home and other care and learning settings. This activity focuses on best practices that can increase staff competency in creating cultural harmony among children, families, and staff.

Materials:

Digest: Cultural Issues in Early Care (Informational Resources)
Hands-on Tool 13: Culturally Competent Transition Practices (Informational Resources)
Hands-on Tool 6: Individualized Transition Plan (Informational Resources)

Summarize Digest

1. Summarize the key points of *Digest: Cultural Issues in Early Care* from the **Informational Resources** section. Explain that staff need to be aware of the various potential cultural differences among children in their care. It is important for staff to understand cultural preferences and how they affect transitions in such routines as toilet training, napping, eating, and playing. How differences in cultural perspectives are handled can affect a toddler's identity.

Further explain to participants that several strategies can help families and staff work together in partnership for the benefit of children. Some of these strategies are:

- Reflecting on toddler routines from a comparative child development perspective.
- Shifting from a universal to a cultural view of child development and care.
- Accepting different practices and being creative in resolving conflicts.

Culturally Competent Practices

2. Distribute *Digest: Cultural Issues in Early Care* and *Hands-on Tool 13: Culturally Competent Transition Practices* from the **Informational Resources** section. Emphasize that understanding and incorporating family child-rearing practices and preferences provide consistency and familiarity for toddlers, which are especially important during transitions.

   Further explain that managers, staff, and family members all have roles during this transition period for the toddler. Managers can create transition policies to build harmony, staff can provide cultural continuity, and family members can foster cultural consistency and continuity during transitions.

   Using Hands-on Tool 13, ask participants to give examples of how knowing and honoring the routines of individual children and family preferences creates continuity between home and program and supports the child's growth.

Individualized Transition Plan

3. Distribute *Hands-on Tool 6: Individualized Transition Plan* from the **Informational Resources** section. Explain that this transition plan is a useful tool for obtaining information about a child's daily routines. Review the Hands-on Tool and instruct participants to begin preparing a transition plan for a specific child and family.

Reflect

Something that looks harmful to someone of one culture may look beneficial to someone of another culture. For example, rubbing a hot coin on a child's skin looks like child abuse if you do not understand that it is a medicinal practice called coining. Putting a needle into a baby's arm looks like child abuse if you do not understand that it is a medicinal practice called inoculation. It would be even harder to believe in the benefits of the latter practice if it caused the baby to run a fever afterward. Lead a discussion using the following questions:

- What multicultural issues have you experienced in your role as a staff member, teacher, or family member?
- How do you know what is truly harmful if you are unfamiliar with the culture?
- Are some cultural practices truly harmful? Can you give an example from your own culture? From someone else's?

Activity 2–4: Easing Separation

Purpose: In this activity, participants will discuss how to ease the stress of separation for children and families. They will also learn methods for helping children cope with the anxiety of separation.

Materials:

Handout 11: Toddler Separation Experiences
Handout 12: Adjusting to Separation
Hands-on Tool 11: Easing Separations for Infants and Toddlers (Informational Resources)
Newsprint, markers
Optional Video: *First Moves: Welcoming a Child to a New Caregiving Setting*

Trainer Preparation Notes:

- On newsprint, write the title "Comparing Feelings: Children and Adults" and the following questions:
    1. How do the feelings of adults compare with those of children?
    2. Which feelings are similar and which are different?
    3. What preparation strategies that were used by adults might also work with children?
- Before beginning the workshop, make copies of *Handout 11: Toddler Separation Experiences* and then cut the handout along the dotted lines. Make sure you have enough strips of paper so that you can divide participants into groups of four or five people and each group can have one strip. Then place each strip of paper into a hat or other container.
- Another option for delivering training on the topic of separation to families or staff is to obtain the video *First Moves: Welcoming a Child to a New Caregiving Setting*. For ordering information, refer to the Resources section in this guide.

Introduce Activity

1. To begin this activity, have participants discuss how they feel when they leave a loved one. Write down the feelings they express.

List Children's Feelings

2. Ask participants to form groups of four or five. Have each group list feelings that children may experience when they begin a new program or have a change in their regular routine. Then ask participants to discuss and compare these feelings with the ones felt by adults. As they work, participants should consider the questions that were written on newsprint with the title "Comparing Feelings: Children and Adults" prior to the session.

Discuss Separation and Research

3. Explain to participants that children often need adults to assist them through separation, and that what works with one child may not work with another. However, research has demonstrated that when young children know what to expect, they feel a sense of control that eases the stress that often comes with separation.

   Add to this discussion the issue of unfamiliarity by pointing out that the degree of unfamiliarity influences a child's experience during transition. Staff need to communicate with each family to reduce unfamiliarity for the child and her family by strengthening connections between the home and care settings. It is important to give the child and family sufficient time to adapt to new situations.

   When a child handles a transition successfully, she feels a sense of accomplishment and pride that is critical to her emotional growth and development.

Separation Activity

4. Tell participants that this activity will teach them some methods for helping children with separation anxiety. Have participants divide into the same groups that they were in during Step 2. Ask each group to pick a slip of paper from *Handout 11: Toddler Separation Experiences* that was prepared prior to the session. Explain that the activities described in the handout may help ease children's separation feelings. Distribute a copy of *Handout 12: Adjusting to Separation* to each group and have them answer the questions in the handout as they analyze their separation activity.

Reconvene Groups

5. Reconvene the groups and ask them to share their activity and their analyses. Distribute *Hands-on Tool 11: Easing Separations for Infants and Toddlers* from the **Informational Resources** section and summarize the key points on both sides of the tool. Explain that managers, teachers, and parents play important roles in easing separations. Review the following points about how each person can ease separations.

Managers can:

- Assign a primary teacher to each child.
- Encourage parents to visit the center before and after their child enrolls.

Teachers can:

- Invite family members to take an active role.
- Give parents information about their child's experiences each day.

Parents can:

- Bring their child to the center for visits before he becomes enrolled in the program.
- Spend as much time as they can at the center until their child becomes more comfortable.

Also point out that managers, teachers, and parents can all help with daily good-byes. Managers can help parents and teachers appreciate a child's need to feel connected. Teachers can welcome children and their families in the morning and support good-bye rituals in the afternoon. Parents can develop a good-bye routine and say good-bye each day to create trust.

Reflect

Refer participants to *Handout 11: Toddler Separation Experiences* and ask them to reflect on how they can use this information in their programs.

Activity 2–5: Continuity and Consistency Are Key

Purpose: In this activity, participants will explore the importance of toddlers' developmental capabilities and feelings of independence as toddlers learn to make smooth transitions in multiple areas of their lives. Participants will gain an understanding of how continuity and consistency influence toddler transitions.

Materials:

Handout 13: Toddler Transition Scenarios
Hands-on Tool 5: Promoting Continuity for Toddlers
(Informational Resources)
Newsprint, markers

Trainer Preparation Notes:

- Before beginning the workshop, print *T-O-D-D-L-E-R* at the top of several pieces of newsprint.
- Make copies of *Handout 13: Toddler Transition Scenarios* and then cut the handout along the dotted lines to create separate scenarios. Make sure that you have enough strips of paper so that you can divide participants into groups of five or six people and give one scenario to each group.

Describe Toddlers

1. Divide participants into small groups. Hand each group a sheet of newsprint and a marker. Ask participants to brainstorm adjectives that describe a toddler and to write these on the newsprint. When the groups have finished creating their lists, have them post the lists on a wall in the room.

Autonomy and Independence

2. Walk around to each list and put a star next to any word that is synonymous with autonomy or independence, such as free, self-reliant, unrestricted, self-governing, or self-sufficient.

   Emphasize the similarities among the lists and count how many stars you added. Then ask participants the following questions:

   - Why do you think so many people had similar ideas?
   - What do you know about a child's development that might explain why these words describe a toddler?

Cultural Continuity

3. Point out that autonomy and independence are the results of successful toddler continuity. Also emphasize that the words *autonomy* and *independence* can have different meanings in different cultures; some cultures may not share the goal of developing autonomy for a toddler. Ask the following question:

   - What might be some of the different meanings a cultural group or family might connect with autonomy and independence?

Developmental Capabilities

4. Review the Background Information section of this module with participants. Emphasize that one way for adults to make transitions smoother for toddlers is by understanding their developmental capabilities.

Explain that when children make the transition to toddlerhood, they become more independent and are able to do more things for themselves. Their language is also quickly developing, and they are more able to share their likes and dislikes with others. Ask the following questions:

- What aspects of a toddler's development might make change more difficult?
- What strategies could you use to help toddlers through changes?

Emphasize Independence

5. Emphasize that toddlers are pushing toward independence in many areas of their lives. To feel successful, children need the predictability of routines and practices. Have participants keep this in mind as they participate in the next step of this activity.

Role-Play

6. Divide participants into groups of three. Distribute to each group a scenario from *Handout 13: Toddler Transition Scenarios* that was prepared prior to the session. Have participants in each group assume the role of one of the following: the child, the family member, or the staff.

   Have each group read its scenario. Ask group members to assume the perspective of their assigned role and to make notes about how they would feel if they were experiencing this event. Explain that they can add missing information to the scenario as needed.

Share Perspectives

7. Each person should make notes and then share his or her perspective with others in the group. Ask participants to pretend that they are involved in a transition meeting and to discuss their scenario. Have participants answer the following questions:

   - What would you do to ensure continuity between the family and the program?
   - What could you do to ensure that a toddler experiences success as she becomes more independent?
   - What routines are important to toddlers?
   - What would you change to help the child through this situation?

List Strategies

8. After all members of the group have discussed their scenario, reconvene the groups and have them share their information with the whole group. As participants share information, write a list of the strategies that they feel would create continuity between the family

and the program. Provide participants with *Hands-on Tool 5: Promoting Continuity for Toddlers* from the **Informational Resources** section and review the roles that are described for families, teachers, and managers.

Reflect

To close, ask each person to reflect on the practices she plans to adopt to promote continuity for toddlers.

Activity 2–6: Creating Continuity in Transitions

Purpose: In this activity, participants will consider the importance of continuity in transitions; explore ways to provide continuity; and recognize the need for partnerships, planning, and continuity with a child's primary teacher.

Materials:

Hands-on Tool 5: Promoting Continuity for Toddlers (Informational Resources)
Handout 14: Continuity Scenarios
Program Profiles: Friends of the Family Early Head Start Program (Informational Resources)
Program Profiles: Frank Porter Graham Family and Child Care Research Program (Informational Resources)
Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet (Informational Resources)

Discuss Continuity in Transition

1. Ask participants to remember the first time they went to a new place—for example, to start a new job, to bring their child for care, or to participate in a socialization program. At that time, the new place might have seemed unfamiliar and strange to them. Ask the following questions:

   - Was there anything you did to make the situation more familiar and comfortable for yourself?
   - What do you think a young child feels when he goes to a new place or meets a home visitor for the first time?
   - Does a young child have any way to make a new place feel more familiar and comfortable?

Explore Ways to Provide Continuity

2. Divide participants into small groups and distribute *Handout 14: Continuity Scenarios*. Assign each group one scenario and the questions for that scenario from the handout. Have the members of each group read their scenario and work together to answer the questions following the scenario. Then reconvene the groups and have each group summarize its discussion for the others.

Ask participants the following questions:

- What are some strategies that you have used to create continuity and familiarity for a child in a new setting?
- What other strategies do the scenarios illustrate?
- How did the people in each scenario work in partnership with each other?
- What were the roles of each person in the scenario?

Partnerships, Planning, and Continuity of Care

3. Point out that parents, teachers, and managers must work together to provide children with continuity in transitions to new settings. Note that joint planning, both in advance and on an ongoing basis, is necessary to ensure continuity. Distribute and review *Hands-on Tool 5: Promoting Continuity for Toddlers* from the **Informational Resources** section of this guide.

Explain the following points to participants:

- Continuity with a primary teacher helps toddlers deal with the transitions they experience throughout the day.
- Routines help children understand what to expect from one moment to the next.
- Coordination among families, teachers, and program managers can ease a child's transition between home and the program.
- Families can create daily routines and share important information about changes in family events with staff.
- Teachers can help create a program schedule that is predictable and individualized curriculum plans that will encourage each child.
- Managers can plan for a child to remain with a specific teacher for an extended period of time.
- Once a young child has made the transition to the program, it is important for her relationship with the primary teacher to continue.

Identity Formation and Continuity of Care

4. Ask participants the following questions:

- Why are continuity of care and routines important in a toddler's development of a strong, healthy identity or sense of self?

- Why are continuity of care and service delivery especially important in easing transitions for children with disabilities?
- What practices does your program implement that encourage continuity between the home and the early childhood program?

Review Program Profiles and Discuss Continuity Practices

5. Distribute *Program Profiles: Friends of the Family Early Head Start Program* and *Program Profiles: Frank Porter Graham Family and Child Care Research Program* from the **Informational Resources** section. Ask participants to review these profiles and discuss the practice of providing continuity by having the same primary teacher remain with a child until age 3.

   Explain that children, families, and staff all benefit from continuity of caregivers. For example, the child can use her energy to explore and discover the world around her, develop new skills, and enjoy new experiences instead of directing this energy to adjusting to an unfamiliar care provider. The caregiver can continue to individualize the routines and daily experiences for the child by building on the child's level of development and growth.

Reflect

Distribute *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* from the **Informational Resources** section. Ask participants to reflect on the action steps they intend to take to build continuity of care in their daily practice and in collaboration with families, other staff, and managers in their program.

Next Steps: Ideas to Extend Practice

The following activities can help participants review key information, practice skills, and assess their understanding of the concepts in this module.

- Obtain the video *First Moves: Welcoming a Child to a New Caregiving Setting*. (Refer to the **Informational Resources** section for information on ordering the video.) Have participants watch the video and discuss strategies they can adopt for gradually introducing toddlers to new caregiving or learning environments.

- Have participants refer to the Program Profiles in the from the **Informational Resources** section and discuss which practices they can adapt to promote continuity during transitions for children and families in their program.

- Staff members can give copies of *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* to families during home visits. Staff should point out that supporting toddlers during developmental transitions requires adults to see the behaviors and struggles of the toddler from the child's point of view. Staff should encourage families to record their reflections each week and then discuss what they have recorded during the next home visit. This practice can become an ongoing process.

- Managers and staff can hold meetings to discuss what they are doing to support smooth toddler transitions, address strategies that ease transitions for children with disabilities, and discuss cultural issues that have been successfully resolved and those that remain a challenge. Managers and staff can use *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* to record two or three practices that they would like to adopt. These practices can become an ongoing process of reflection.

Handout 10: Exploration

Identify a place in the home or classroom that you think a toddler you know would be curious about and then answer the following questions:

- Why is this an interesting place to explore?
- What do you know about this particular toddler that makes you think that this place would be interesting to him?
- How do you feel about this particular place?
- Are you and this toddler likely to disagree about the use of this place and the things in it? Why?
- What do you see as possible learning opportunities for the exploring toddler in this place?
- If you were to *guide* the toddler's behavior in this place so that learning happens (transitions to more knowledge), what would you do first, second, third, and so on?
- What kinds of power struggles between your will and the toddler's will are you likely to avoid, based on your guidance activities listed above?

Handout 11: Toddler Separation Experiences

Offer a child some Legos or blocks and encourage her to build a house. As she builds, ask her questions about who lives there, what the other family members are doing, and what they like to do in the house.

Bring in several stories about children who get lost from home or leave for exciting adventures. Make sure that the books also emphasize how the children find their way home again. Read these books aloud to children and then help them act out the plots. Discuss how the characters might feel about leaving home.

Have family members make audiotapes or videotapes of a child's family. Allow the child to listen to or watch these tapes at the school. Discuss with the child what he hears or sees. (If taping is not a possibility, see if there is a telephone available so that the child can talk to his family from school.)

Before a child enters your classroom for the first time, ask a close family member of the child to be there with her. After the child has had ample time to explore the room, have the family member leave for a short while and then return. Repeat this process, gradually increasing the amount of time that the family member spends outside the room.

Other:

Handout 12: Adjusting to Separation

Use this handout in conjunction with Handout 11: Toddler Separation Experiences and answer the following questions:

- For what child's age might this activity be appropriate?

- How do you think this activity helps children with separation?

- How might a teacher introduce the activity?

- What might be a good follow-up activity?

- What else might you try if the child does not respond to the initial activity?

- Have you previously used this type of activity in your classroom? If so, describe what you did and how the child responded.

Handout 13: Toddler Transition Scenarios

Each morning, Dad kisses Sarah good-bye, hands her to the nearest teacher, and runs off to work. Sarah cries for much of the morning and shows no interest in classroom activities. However, after nap time, Sarah smiles and participates in several classroom activities. When Dad arrives, he joins in her play until she is ready to go home. She leaves happily and waves to all of the teachers.

Jose's teachers feel that he is ready to use the toilet. He asks to sit on the toilet whenever his diaper is changed, and he pulls his diaper off during the day. The teachers ask his parents for training pants and put them on him when he comes into school in the mornings. Jose wears diapers at home in the afternoons and also on the weekends. A few weeks later, the teachers notice that Jose has little interest in the toilet and is having more accidents.

At home, Nicoletta helps Grandma prepare dinner and set the table. She helps stir, select the food to be served, and prepare and serve the food. At school, Nicoletta must sit and wait for lunch to be served to her. Each day when the teachers put food on her plate, Nicoletta cries "No!" and tosses the plate into the trash can. She throws herself on the floor and cries until she falls asleep. The teachers try to comfort her, but so far nothing has worked.

Handout 14: Continuity Scenarios

Tyrone

Before Tyrone began coming to child care, his parents met with the center manager and Beth, the woman who would be his primary teacher. His parents said 11-month-old Tyrone needed time to become comfortable with new people. They added that he was often fearful when they were not around. The manager responded by suggesting that the parents, Tyrone, and Beth spend extra time together to ease the transition. Beth asked how much time they could each spend with Tyrone during his first month at the center. Together, she and the parents worked out a schedule that allowed them to take turns spending full days, then half days, and then visits before leaving Tyrone at the center all day. It was difficult to make these adjustments in their work, but they felt it was worthwhile when they saw Tyrone beginning to relax with Beth and the other infants in the new setting.

Questions:

- *How does this scenario illustrate continuity?*
- *What type of temperament does Tyrone appear to have? How is the transition individualized to suit his temperament?*
- *What role does the center manager play? The teacher? The parents?*

Isa

Isa had several different teachers by the time she was 12 months old, so she was hesitant to get close to another strange adult when she came to Hanna's classroom. Hanna and Aisha, Isa's single mother, took time and worked together to help Isa feel secure. In the first few days, Isa took an interest in Abbie, a toddler who had been with Hanna since the age of 6 months. Hanna and Aisha thought this budding friendship might help with Isa's transition, and it did. Abbie's trust in Hanna seemed to encourage Isa to get close to Hanna, too. Hanna also suggested that Aisha call Isa during the day. She asked Aisha for help in making familiar things from home—a stuffed toy, a favorite song, photographs of her family, daily routines—part of Isa's life at the center. Hanna knew too that Isa would feel more secure if her mother felt comfortable at the center, so Hanna encouraged Aisha to spend time there. Hanna was close to the families of her other two infants, who took time in the mornings and evenings to chat with each other and play with their children. Soon Aisha became part of this group. All of these approaches helped Isa feel at home in her new setting, and she gradually began to reach out to Hanna as well.

Questions:

- *How does this scenario illustrate continuity?*
- *How does Hanna use relationships to facilitate Isa's transition?*

Adapted with permission from J. Ronald Lally, Abbey Griffin, et al., *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (Washington, DC: ZERO TO THREE, 1995), pp. 34–35.

Module 3

Transitions Beyond Toddlerhood

Outcomes

As a result of completing this module, participants will be able to:

- Understand the developmental continuum of children from birth to age 3 and provide appropriate new experiences that support each child's transition to the next level of development.
- Identify and plan the most appropriate placement and services for children and their families.
- Help families become advocates for their children as they transition out of Early Head Start.
- Develop collaborative relationships with other early childhood programs and staff to facilitate a child's transition from Early Head Start or home to preschool.
- Assist in the development and implementation of the Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs) for children with disabilities.

Key Concepts

- Transition planning should begin 6 months before the child's third birthday. This planning needs to involve families directly and consider the entire family's transition goals.
- Transition planning includes collaboration and coordination among families, Early Head Start staff, and staff at the preschool placement site.
- Transitions need to be accomplished gradually and should be continuously fine-tuned as plans are implemented.
- A child may remain in Early Head Start for additional months after her third birthday until services are available in Head Start or in another child development setting.

Background Information

Social Competence

Social competence for children has been a central goal of Head Start since its inception in 1965. Social development is a continuous learning process that connects a child to others—family, teachers, other children, a cultural group, and the community. This learning process begins in infancy and occurs in the context of consistent and continuous responsive relationships. Social development progresses from an infant's early social smiles and coos, to a toddler's exploratory play and emerging language, to a 2- to 3-year-old's pretend play with peers. Social competence is dependent upon other areas of development, such as security, exploration, and identity formation.

Social Development

Social development and identity formation emerge as the major developmental tasks for children between ages 2 and 3. Families and staff who care for children under age 3 have a role in facilitating their continuous development. Each child develops at her own pace along a continuum. Although development in all domains is continuous and integrated, a child's abilities in specific areas may vary. Often this unevenness results from the opportunities and experiences the child has had (or has not had) to develop certain abilities. Adults who care for 2- and 3-year-old children support the children's growth when they create a climate that promotes child-initiated learning that matches the individual child's interests and abilities. Achieving this objective requires staff and families to increase their awareness of early child development information and to develop keen observation, communication, and reflection skills. Individualizing is the key to supporting each child's development.

Identity Formation

Feeling grounded in family and culture is the key to healthy identity formation. Through cultural experiences and language, a child feels a sense of belonging and security. A child's feelings about himself are reflected in the interactions he has with others. A positive sense of self helps a child develop good coping skills as she encounters change, challenges, and limits. Providing a child with many opportunities to experience success promotes healthy identity formation.

Consistency and Continuity

Consistency between family and program practices can result from forging strong family-staff partnerships. Planning thoughtfully and choosing an appropriate learning and care setting for a 3-year-old facilitates continuity in the child's developmental progress, especially during transitions.

Supporting Transitions

Adults should continually focus on an image of a socially and emotionally healthy 3-year-old and use this image to support the child's development by providing an individualized social and learning environment. Family and staff can ease developmental transitions by supporting a child's development of trust so that he is free to safely explore his world and build a sense of identity as a capable, likeable person. A strong sense of trust and a strong sense of self help build a child's curiosity and encourage learning. These characteristics, along with adult encouragement and planning, can help a child adapt to change during transitions.

Performance Standards

Head Start Program Performance Standards require that staff involve parents in supporting each child's individual pattern of development and learning. Additionally, the standards require parent involvement in transition planning for the next appropriate setting and services following their child's participation in Early Head Start by beginning the planning at least 6 months prior to the child's third birthday. Staff also need to assist families in becoming advocates for their children as they transition into or out of Head Start or other child development settings. These standards can be incorporated into a transition planning process that is individualized for each child and family in the context of trusting relationships, information sharing, community partnerships, and action timelines.

Relationships and Competence

Research has shown a connection among positive parent-child relationships, parent involvement in the child's education, social competence, and future school success. A link also exists among positive teacher-child relationships, social competence, and future school success. Consistent, positive relationships between families and staff provide a secure environment for children's emotional and social development. By beginning to plan for a child's transition at least 6 months prior to her third birthday, staff and families have an opportunity to identify developmental goals for the child and family and to provide the experiences needed to achieve these individualized goals.

Refer to Introductory Activity

For more information about practices that support effective transitions, refer to *Introductory Activity: Framing Your Roles of Support* on page 11.

Activity 3–1: Understanding the Planning Process

Purpose: In this activity, participants will learn the requirements for the appropriate placement of 3-year-olds moving from Early Head Start to Head Start or other child development programs. Participants will identify various tools, such as transition checklists and the individualized transition plan, that can help families and staff during the planning process.

Materials:

- Head Start Program Performance Standards
- *Hands-on Tool 19: Family Transition Checklist* (Informational Resources)
- *Hands-on Tool 6: Individualized Transition Plan* (Informational Resources)
- *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* (Informational Resources)
- Newsprint, markers, tape

Trainer Preparation Notes:

- Review the Head Start Program Performance Standards related to transition planning [for example, sections 1304.41(c)(2), 1304.41(c)(1)(i, iv), 1304.40(h)(1), and 1304.41(a)(2)] and the Program Profiles from the **Informational Resources** section.
- On newsprint, write the title "How Do You Meet the Transition Standards?" and the following questions:
  1. What are you already doing to meet the transition standards?
  2. How are you working with families to individualize transition plans?
  3. What resources have you identified and what connections have you made within your community to facilitate continued development through appropriate placements for children and families?

Summarize Performance Standards

1. Summarize the Head Start Program Performance Standards, which require grantees to begin to plan transitions culminating in an appropriate placement 6 months before a child's third birthday. Information that grantees need when determining the best placement for a child includes the child's health status, developmental progress made, family goals and circumstances, and the availability of Head Start and other child development and care services in the community.

   It is also important to mention that a child may remain in Early Head Start for additional months following his third birthday, until he can transition into Head Start or another early learning or care program.

Discuss Standards

2. Ask participants to form groups of four or five people. Post the newsprint that was prepared before the session and contains questions under the title "How Do You Meet the Transition Standards?" Have participants discuss these questions in their small groups and ask them to prepare their answers for presentation to the larger group. Then reconvene the groups and give each group time to present its discussion.

Family Transition Checklist

3. Ask participants to form small groups once again and ask them to develop a family transition checklist to use when planning transitions out of Early Head Start. Each group should record its list on newsprint and post it on the wall to present to others.

Distribute Hands-on Tool

4. Reconvene groups and distribute and review with *Hands-on Tool 19: Family Transition Checklist* from the **Informational Resources** section. Point out to participants similarities between the items in the tool and those in the checklists generated by the small groups. Close the discussion by saying that using a family transition checklist can be helpful for families and staff during the planning process.

Brainstorm Use for Tools

5. Distribute and review *Hands-on Tool 6: Individualized Transition Plan* from the **Informational Resources** section. Explain that although the Head Start Program Performance Standards requires planning for the transition out of Early Head Start to begin 6 months before a child's third birthday, staff in many programs find that beginning the planning 1 year before the child's third birthday helps families focus on any remaining goals they hope to achieve for their child and for themselves. Invite participants to brainstorm as a large group on how they can use *Hands-on Tool 6: Individualized Transition Plan* for specific families. Ask them to consider ways in which families and staff can expand the number of placement opportunities they identify or create in their community. Chart this discussion in case participants wish to take notes on this information to use in their own program.

Reflect

Distribute *Hands-on Tool 1: Infant and Toddler Transitions Reflections Sheet* from the **Informational Resources** section. Allow a few minutes for participants to reflect and record things they plan to do with the information they learned in this activity. Ask participants to share just one of their plans with the groups.

Activity 3–2: Supporting Developmental Transitions

Purpose: In this coaching activity, participants will learn the social and emotional indicators of healthy development in children from birth to age 3½. This information will help them become better able to individualize transition planning and provide appropriate learning experiences.

Materials:

- *Hands-on Tool 15: Portrait of Social-Emotional Health in Children at Age 3 or 4* (Informational Resources)
- *Hands-on Tool 10: Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators* (Informational Resources)
- *Hands-on Tool 16: Observing Children's Social Competence* (Informational Resources)
- *Digest: Cultural Issues in Early Care* (Informational Resources)

Hands-on Tool 6: Individualized Transition Plan
(Informational Resources)
Hands-on Tool 7: Developmental Transition Profile
(Informational Resources)

Summarize Background Information

1. Summarize the discussions of Social Competence, Social Development, and Identity Formation found in the Background Information section of this module.

Discuss Social and Emotional Indicators of Children from Birth to Age 3½

2. Hand out and discuss *Hands-on Tool 15: Portrait of Social-Emotional Health in Children at Age 3 or 4* and *Hands-on Tool 10: Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators* from the **Informational Resources** section.

   Explain that these indicators are developmental markers rather than fixed milestones for a given chronological age. This means that when a family member and staff review an individual child's developmental progress, they should consider what new experiences can be introduced to support the child's transition and progression to the next level of development. For example, if the child is 2½ years old and has not experienced consistent, responsive relationships in care, then family and staff should identify and provide specific activities and experiences that will support the child in developing security and trust.

Observing Social Competence

3. Distribute and review *Hands-on Tool 16: Observing Children's Social Competence* from the **Informational Resources** section. Point out that Social Competence develops slowly during early childhood. Explain that although this process begins in infancy, some social competencies are just beginning to emerge at age 3, and other social indicators or skills are still tentative at age 4 and become more firmly established by age 6 or 7. Explain that by observing various behaviors and social skills, such as interactions with others, expressions of feelings, dealing with anger, or taking turns, staff and family members can learn about a child's level of social competence. This awareness can then help families and staff provide appropriate experiences to support the child's social development.

4. Invite participants to discuss the following questions:

   - How does a child with high self-esteem and strong social competence typically act, in your opinion?

   - How would you react if someone criticizes a child you consider to have high self-esteem by saying that the child brags and is conceited?

Discuss Cultural Identity

5. Point out that in some cultures, modesty is more valued than pride. A child's sense of identity is influenced by the values and practices of her family and cultural group. Coach participants by discussing the following cultural challenge regarding competence and self-esteem:

   - How would you handle a situation in which family members made it clear that they did not want a child to say that she built a terrific building with blocks, did a wonderful job singing, or drew a really great picture?

   Point out that in some cultures, children and adults are taught to put group harmony and group autonomy before individual expression of achievement or individual accomplishments or talents. Give participants a copy of *Digest: Cultural Issues in Early Care* from the **Informational Resources** section to help expand this discussion.

Track Developmental Progress

6. Distribute *Hands-on Tool 6: Individualized Transition Plan* and *Hands-on Tool 7: Developmental Transition Profile* from the **Informational Resources** section. Point out that family and staff can observe and track a child's developmental progress by looking for and encouraging behaviors that are social and emotional indicators of developing attachment, security, and trust. The hands-on tools can help family members notice and support their child's emerging development of curiosity, exploratory behaviors, and gestures, as well as cues that indicate growth in the areas of self-awareness, self-esteem, and identity. Using these tools can help staff and families focus their attention on a particular child's transition and developmental needs.

Reflect

Ask participants to reflect on situations in which families or staff might find it difficult to see developmental progress in a child. How can they support developmental transitions and experiences for children in these situations?

Activity 3–3: Transition Planning Meetings

Purpose: In this activity, participants will learn how to conduct a series of ongoing planning sessions with families and other key players. The goals of the meetings are to exchange information about the child's progress in the current setting; to identify placement alternatives; to plan for a gradual, positive transition to the next setting; and to prepare the child and family for a seamless transition in services.

Materials:

Hands-on Tool 6: Individualized Transition Plan
(Informational Resources)
Hands-on Tool 7: Developmental Transitional Profile
(Informational Resources)

Hands-on Tool 8: Practices That Support Social Development
(Informational Resources)
Hands-on Tool 17: At the Transition Meeting
(Informational Resources)

Trainer Preparation Notes:

For further guidance and tools for planning transition meetings, review Module 2, Activities 2–3 and 2–4, in the training guide *Planning for Transitions* from the **Training Guides for the Head Start Learning Community** series.

Review Hands-on Tools

1. Distribute and review the information that staff will need to gather from families using *Hands-on Tool 6: Individualized Transition Plan* and *Hands-on Tool 7: Developmental Transition Profile* from the **Informational Resources** section. Discuss how this transition plan and profile can help staff and families record and exchange important information about a child's current developmental progress, identify placement alternatives, plan for a smooth transition to a new setting, and determine action plans.

Review Meeting Plans

2. Explain that the next step is to have staff members organize a meeting with family members and other key transition partners to exchange information and make transition decisions that are individualized for the child and family. Remind staff that it is necessary to meet frequently to maintain ongoing progress and success as the child and family adjust to changes. The individualized transition plan includes identifying partners with access to various community resources, gaining input from the community, and determining family child care providers and early learning program options.

Share Additional Information

3. Provide participants with *Hands-on Tool 8: Practices That Support Social Development* from the **Informational Resources** section. Explain that this tool is one additional resource that can help them describe a toddler's typical social development and necessary practices by staff and family members. Tell participants that this resource can help them identify where a toddler is developmentally, what additional experiences or services he might need to further his development, how and where he should be placed during the transition, and what action steps are required of the family and staff in the new setting.

Discuss Checklist

4. Distribute *Hands-on Tool 17: At the Transition Meeting* from the **Informational Resources** section. Point out that this useful resource serves as a checklist describing the information to be exchanged among the family, service staff, and special education staff.

Conduct Meeting

5. Suggest that participants practice using the hands-on tools in this activity by having them role-play the attendees of a transition meeting. For further information and resources on planning and conducting transition meetings, refer to Module 2, Activities 2–3 and 2–4, in the training guide *Planning for Transitions* from the **Training Guides for the Head Start Learning Community** series.

Reflect

Ask participants to reflect on their role as a transition partner in planning for an individual child's transition.

Activity 3–4: Preparing for Special Needs

Purpose: This coaching activity will build on the previous activities in this module and includes additional tools to assist families and staff in planning appropriate placements for children with special needs.

Materials:

Hands-on Tools 6: Individualized Transition Plan (Informational Resources)
Hands-on Tool 17: At the Transition Meeting (Informational Resources)
Hands-on Tool 18: A Look at My Child's Development (Informational Resources)
Digest: Understanding the IFSP (Informational Resources)

Introduce Planning Meeting

1. Explain to participants that a transition planning meeting is a process of celebrating the child's developmental progress, learning about the family's hopes for the child, and identifying placement and service options that will facilitate the realization of these dreams.

Distribute Hands-on Tools

2. Distribute and discuss *Hands-on Tool 6: Individualized Transition Plan, Hands-on Tool 17: At the Transition Meeting*, and *Hands-on Tool 18: A Look at My Child's Development* from the **Informational Resources** section.

   Explain to participants that these materials will be important to use when preparing to meet with a family to review a child's developmental progress in areas such as social play, language, and motor skills. Hands-on Tool 17 may be used as a guide to help families and staff exchange information and understand what steps and documents are required to determine whether a child will need any special education services. Further explain that Hands-on Tool 6 is important because it enables staff and families to review the child's current developmental progress and overall transition experiences to help determine appropriate placement. This tool supports an individualized plan for ongoing staff-family meetings and action timelines to prepare the child for transition.

Distribute **Digest**

3. Distribute and discuss *Digest: Understanding the IFSP* from the **Informational Resources** section. Point out that staff should meet with a specific family to review their IFSPs and should begin to plan ahead for the child's transition at age 3. Remind participants that an IFSP is important because it helps families and staff focus on an individualized plan for the child and the family. This plan is also a tool for early intervention that can help families achieve their personal goals and get the help they want as their children move to the next step. Explain that it is important for each plan to include the child's level of development, the family's strengths and needs, goals for both the child and the family, early intervention services needed, and the date when services will begin.

Plan the Meeting

4. Refer to Activity 3–3 in this module and discuss with participants how to plan a transition meeting. You may also refer to Module 2, Activities 2–3 and 2–4, in the training guide *Planning for Transitions* from the **Training Guides for the Head Start Learning Community** series.

Reflect

Suggest that participants reflect on how they plan to use the information learned in this activity and the hands-on tools to support transition planning for children with disabilities and their families. Ask them to focus on a particular child's plan for placement at age 3.

Activity 3–5: Saying Good-bye

Purpose: In this activity, participants will identify tools and strategies that can help families and children say good-bye to relationships. Participants will discuss ways to help children learn how to express their feelings when they face separation.

Materials:

Hands-on Tool 20: Saying Good-bye—Moving On
(Informational Resources)

Difficulty in Saying Good-bye

1. Lead participants in a discussion of the following question:

   - Why is it difficult to say good-bye and end a relationship as we prepare to make the transition to another setting or program?

   Have participants consider how young children might feel about leaving a familiar and caring staff. Ask participants:

- How can a child express his feelings about separating?
- How might families and staff who have developed a close relationship with each other feel? How might they express these feelings during a transition?

Sadness and Loss

2. Note that feelings of sadness and loss can be experienced when ending a relationship and moving on to a new setting. Adults need to help young children express their feelings by preparing them gradually for the separation.

Review Hands-on Tool

3. Provide participants with a copy of *Hands-on Tool 20: Saying Good-bye—Moving On* from the **Informational Resources** section and review the tips in this tool. Explain that it is important to give children time to prepare for good-byes. Adults can assist children in expressing their feelings by helping them create a memory—for example, a drawing—and by providing children with words such as *unhappy* and *sad* that acknowledge their feelings. Family and staff can also help children understand that many relationships are formed throughout life that can continue to live on in our memories.

   Ask participants to add their own strategies for saying good-bye.

Reflect

Ask participants to record how they plan to celebrate a relationship that is about to end with a child, family, or staff member and to describe how they can ease the child's transition and support her in moving on.

Module 3

Next Steps: Ideas to Extend Practice

The following activities can help participants review key information, practice skills, and assess their understanding of the concepts in this module.

- Staff and families can hold a resource fair and invite early childhood program and service representatives to attend and to describe their program features. Alternatively, staff or parents can make a video of site visits to preschools in their community. Throughout the year, families planning upcoming transitions can view the video and decide which programs they would like to visit.

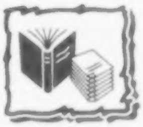
- Suggest that family members and staff help prepare a child for an upcoming transition by talking to the child about the change, reading her a story from a children's book about change experienced by a child, and scheduling several visits to the new program before the actual transition.

- Have participants refer to the Resources section in this guide to increase their awareness of the development of children ages 2½ to 3 years old.

- Have participants use *Digest: Understanding the IFSP* from the **Informational Resources** section to evaluate the effectiveness of their own IFSP. To further their awareness, participants could select and contact one family for which they recently used the IFSP to obtain information about how helpful the process was for both the family and the child during a transition into Head Start or an early childhood program.

- To help with separation, have staff create a photo or memory album to be placed in a central location where children and families can view their experiences on an ongoing basis. At the end of the year, staff can use this book to help with saying good-bye by encouraging each child to select his favorite photo to take with him as he makes the transition out of the program.

Continuing Professional Development



Staff and parents can expand their skills by networking with other staff and parent training programs, joining local and national organizations, and researching current information on the developmental growth and transitions of infants and toddlers.

CDA Program

The Child Development Associate (CDA), a credentialing program for early childhood professionals, recognizes training and the demonstration of key competencies in the field of child development. This intensive training program requires CDA candidates to complete approximately 120 hours of formal training and to meet CDA competency goals in 13 functional areas. To learn about CDA requirements, contact:

Council for Early Childhood Professional Recognition
2460 16th Street, NW
Washington, DC 20009
Phone: 1-800-424-4310
Fax: 1-202-265-9161

Continuing Education

Many universities and colleges offer child development courses through their education, child development, or psychology departments. These courses may offer detailed information about infants and toddlers. Courses in business and communication can also enhance the communication and networking skills necessary for the success of collaborative efforts. Staff and parents can call local colleges for course catalogs and admission information.

In-Service Training

Participants can find many opportunities for continued professional development through monthly staff development meetings or peer support systems in their programs. College courses on early childhood development can be designed to meet the needs of Head Start staff through ongoing or regularly scheduled in-house training. Such extended efforts require the commitment of program administrators and may involve many of the follow-up activities and informational resources listed in this guide.

Workshops

Other courses and workshops related to child development are offered through organizations, local libraries, museums, local chapters of the National Association for the Education of Young Children (NAEYC), or county extension agencies. Such courses can address infant and toddler growth and development and a range of other topics that will assist staff in providing appropriate experiences for young children. Some of these organizations include the following:

Early Head Start National Resource Center

This center provides training and technical assistance to Early Head Start managers and staff. This support is sponsored by the ZERO TO THREE

National Center for Infants, Toddlers, and Families and by the WestEd Center for Child and Family Studies.

ZERO TO THREE
National Center for Infants, Toddlers, and Families
734 15th Street, NW
Suite 1000
Washington, DC 20005
Phone: 1-202-638-1144
Fax: 1-202-638-0851

National Association for the Education of Young Children (NAEYC)

NAEYC offers professional development opportunities for early childhood educators and assists early childhood providers in delivering quality services to children from birth through age 8. NAEYC also publishes a monthly journal, *Young Children*, as well as books, brochures, and videos on curriculum, infants, toddlers, selecting child care, and other topics. In addition, NAEYC features an annual conference and a national voluntary accreditation system for early childhood centers.

National Association for the Education of Young Children
1509 16th Street, NW
Washington, DC 20036-1426
Phone: 1-800-424-2460
Fax: 1-202-328-1846

ZERO TO THREE
National Center for Infants, Toddlers, and Families

This organization provides resources for parents and child care providers that promote the positive, healthy development and growth of children from birth to age 3.

ZERO TO THREE
National Center for Infants, Toddlers, and Families
734 15th Street, NW
Suite 1000
Washington, DC 20005
Phone: 1-202-638-1144
Fax: 1-202-638-0851

Other

For additional suggestions and information, refer to the Web sites listed in the Resources section of this guide. These sites are specifically designed for early child care providers and families with young children and are updated on a regular basis.

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Infant and Toddler Identity Formation

Recent research has found that 23 percent of children younger than 1 year of age, 33 percent of 1-year-olds, 38 percent of 2-year-olds, and 50 percent of 3-year-olds are cared for outside their homes by someone other than their parents. This increase in the number of infants and toddlers in early childhood programs has pushed the issue of quality infant and toddler programming to the forefront of attention. Issues such as group sizes, adult-to-child ratios, and appropriate environments have often been studied by researchers. However, little attention has been given to the effect of infant and toddler care on a child's formation of identity.

This issue of identity formation is especially important because an integral part of infant and toddler development is children's developing a sense of self. When infants and toddlers attend early childhood programs, teachers greatly influence their formation of identity. Infants observe teachers in a variety of situations, including how they act toward others and how they express emotions. It is not a single reaction that has an impact, but rather the repeated give-and-take interactions that occur between teacher and child.

The lessons learned from these early relationships become incorporated into a child's sense of self. The lessons may tell a child:

- What to fear.
- Which of his behaviors are seen as appropriate.
- How her cues are received and acted upon.
- How successful he is at getting his needs met by others.
- Which emotions are safe to express.
- How interesting she is.

Stern (1985) concludes that when teachers are attuned to infants and toddlers—that is, when a teacher communicates to a baby that she understands his feelings and knows the right way to respond—children learn that they are powerful and that they can have a positive effect on their environment. Conversely, when teachers consistently misinterpret children's signals and do not respond in accordance with their desires, children may learn that they do not have positive control over their world.

Studies have found that when smaller and larger groups are compared, teachers in safe environments with fewer children smile more often at the children and are more willing to let them explore. In essence, such teachers are more finely attuned to the children.

Other policies to promote identity formation should also be adopted when creating infant programs. Key policies are listed below.

Assigning a Primary Teacher to Each Infant

When a child has one teacher with whom she can form a secure relationship, the child and the teacher are more finely attuned to each other's rhythms. It is also important that all teachers in the program work closely as a team so that when one teacher is absent, infants have secondary attachments on which to rely.

Continuity of Care

When children change teachers two and three times during their first 36 months, they do not have a chance to form strong bonds with any one particular teacher. When infants, toddlers, and teachers must continually learn to read and interpret the signals of new people, both children and teachers are less attuned to each other. When transitions are minimized, teachers and children form stronger, longer lasting bonds that encourage stronger identity formation.

Serving Infants in Small Groups

Keeping groups small allows more intimate contact between teachers and children. Teachers are better able to read infants' cues from afar, make eye contact, and provide emotional support from a distance. They are more available if children need to return to them for emotional nurturing.

Facilitating Infants' Interests and Natural Curiosity

Teachers need to act as facilitators and help infants explore and direct their own learning. Infants and toddlers learn about physical properties by mouthing, banging, and shaking toys. Teachers who label the sounds, objects, and feelings that infants experience are doing far more to help the children gain an understanding of themselves as learners than teachers who execute a rigid, preplanned curriculum.

Cultural Continuity Between Home and Program

Program experiences for children need to be consistent with what families practice at home. Conversations between families and teachers help create this continuity. When a teacher disregards what happens at home, the infant gets a message that something is wrong with what her family does. Even better for the child's development of a sense of self is having an adult with a cultural background similar to the child's as one of his teachers in his early childhood program.

Adapted with permission from J. Ronald Lally, "The Impact of Child Care Policies and Practices on Infant/Toddler Identity Formation," *Young Children*, Vol. 51, No. 1, November 1995, 58–67.

Building a Positive Staff-Parent Relationship in the Context of the Home

Families and children all have the opportunity to benefit from strong parent-staff relationships. When families are comfortable with staff, they are better able to use the home-visiting experience to enrich their lives with their children. The home-visiting relationship helps families to better understand their children's development and to use this information to strengthen their own parenting practices.

What are key ingredients to a positive home-visiting staff-parent relationship?

The staff-parent relationship is strengthened when:

- Parents feel the staff's genuine concern and caring during the home visit.
- Parents are the decision makers.
- The home-visiting staff:
  - Enjoys the family's child.
  - Is warm and makes the parents feel comfortable, as if they were relating to a friend.
  - Actively listens to whatever the parents choose to discuss.
  - Is nonjudgmental and validating, praising the parents' actions when appropriate.

What steps can home-visiting staff take to maintain and promote a positive relationship with parents?

Staff can use several communication techniques to maintain a strong working relationship. Some of these include:

- Using an individual approach with each family.
- Sharing information about development.
- Providing empathetic listening and support.
- Affirming and describing the positive parent interactions they observe.
- Implementing joint problem solving.
- Balancing interaction with both parents and children.
- Making all suggestions in a sensitive manner.

The first home visit has the potential to set the tone for the entire staff-parent relationship. Four central elements need to be clarified during this first visit. When these items are discussed up front, confusion is less likely to occur later in the relationship.

1. **Expectations** need to be shared and discussed. Home-visiting staff should ask parents what their expectations for their infant are and how they would like to use their time during the home visit.
2. Staff need to understand the home-visiting **plan.** This understanding helps guide the activities that are to be implemented in a family's home.
3. Families and staff need to clarify their **roles.** Parents need to understand that they are experts in their child's development and active participants in the home visit. Home-visiting staff need to share information on the child's development and offer strategies for parents to implement on a daily basis.
4. Staff need to understand that they are working in the family's **setting** and respect their space and home. Home-visiting staff should ask parents' permission before holding a child and should enter rooms only when they are invited.

If these guidelines are followed, a positive, personal parent-staff relationship should develop, which will be beneficial to all: parents, children, and home-visiting staff.

Adapted with permission from Carol S. Klass, "The Home Visitor-Parent Relationship: The Linchpin of Home Visiting," *ZERO TO THREE*, Vol. 17, No. 4, February/March 1997, 1, 3–9.

Dancing with Your Baby

Nurturing, responsive, respectful relationships help babies develop feelings of trust and security and a strong sense of identity. Each baby is unique in temperament, behavior style, and pattern of development. Infant development is a sequence of steps along a continuum. When adults know this, they can develop a keen understanding of times when infants have difficulty adjusting and adapting to transitions and changes. Part of developing this understanding is learning how to *dance* with a baby by observing, tuning into, and responding to cues. The information below is a guide to getting started.

Become Partners

Infants need more than adequate food, shelter, warmth, safety, and cleanliness. They need *dance* partners who know when to lead and when to follow their cues.

Carefully Look and Listen

- Listen to and note the differences in cries signaling hunger, discomfort, a need to be cuddled, and boredom.
- Notice and interpret the baby's body language—is the baby stiff, tense, relaxed, smiling, or frowning?
- Watch how the baby responds to various routines and activities.
- Closely observe the baby to get a feel for her unique temperament.

Gather Information about Development

- Learn about the social, emotional, intellectual, and physical development of infants and toddlers.
- Talk with other parents and staff to identify developmental milestones.
- Use the information you gather to develop specific ways of supporting a baby's unique pace of growth.
- Know the signs of transition for your child's next developmental stage.

Dance with Your Baby

- Adjust and adapt your rhythms to match your baby's rhythms. Sometimes you will lead and sometimes you will follow.
- When your baby *talks* to you, repeat the same sounds he makes, then pause and give him time to respond.
- Follow your baby's cues about how much or how little help she needs and when she needs help.
- Notice your baby's reactions to new situations—for example, when the dance is too fast or too difficult.
- Lure your baby into new experiences and match new routines with familiar ones.
- Respect your baby's need to explore and discover.
- Use words, gestures, and body language to share your delight with your baby.

Adapted with permission from Alice Sterling Honig, "Dancing with Your Baby," *Dimensions of Early Childhood*, Vol. 20, No. 3, Spring 1992, 11–17.

Cultural Issues in Early Care

Multicultural Perspectives

Many factors affect the ease (or difficulty) experienced by individual children and families during transitions. Caregiving practices are often grounded in cultural values, beliefs, and experiences. Continuous relationships and consistency of care are important issues that surface during transitions. Being able to see a family's expectations and preferences from a cultural perspective and having the ability to communicate effectively about cultural variations can help a relationship begin on a respectful note.

Examples of Inconsistency in Cross-Cultural Situations

A baby who has never slept alone cries when put in a crib in a dark room separate from the room where activity is going on. That same baby protests when she is on the floor by herself. Her mother explains that she is used to being held. Should you do what you believe is good for babies or what she is used to?

A toddler faced with finger food refuses to pick it up. The caregiver discovers that his family teaches its children never to touch their food. They spoon-feed their children past toddlerhood. Although the caregiver sees the boy as helpless, the family sees him as well trained. If the caregiver continues to offer the toddler finger food, he will face a serious contradiction about what he is supposed to do. What are some solutions to this problem?

Conflicting Goals

The first step to solving any cultural conflict is to understand the family's perspective as it relates to its goals. If the family's goal is the opposite of the program's goal, a quick solution is unlikely. Most U.S. child care programs emphasize independence and individuality, which reflects the values of the dominant culture. However, some cultures do not make these values a priority and may even consider them problematic. Children in these cultures are not trained to be independent individuals because the family believes such training gets in the way of promoting close, long-lasting relationships. Family members place a higher priority on interdependence and forming connections than they do on independence. Their child-rearing practices are designed to create closeness and reliance on one another. Members of these families may try to delay what the dominant culture considers a natural drive toward independence by focusing on meeting their children's current needs for dependence and nurturing. They recognize that the children will eventually become independent, and they feel no need to hasten that development. They are less interested in promoting self-sufficiency than in ensuring that the family ties they are developing are strong enough to last a lifetime.

Conflicting Practices

It is important to recognize that unless the family has made a decision to take on a new culture, the parental child-rearing practices are designed to prepare children for adulthood in the family's culture. When a child comes into the program, the first objective of the caregiver must be to find out the family's practices and how these practices relate to family goals. Such knowledge can be gained by observing the parent and child together, as well as by talking about practices and goals. Understanding takes a lot of communication.

Broader Definition

When cultural sensitivity is defined in the broad context of infant caregiving, discussions of cultural factors in child development can be included as a part of all staff and parent training sessions, program practices, and reflective supervision. This approach provides many opportunities for dialogues that begin to blend shared points of view and prompt adults to act responsibly and sensitively to differing practices.

Benefits for Children

Culturally responsive care is likely to have positive influences on the development of self-esteem, social competence, language, and cognitive abilities. Children's developing sense of self is closely connected with their cultural identity.

By observing a family's interactions with its child in his own environment and by learning about a child's daily routines and a family's goals for its child's development, staff can better provide the consistency that is crucial to the child's growth and development. Working toward this goal helps create more harmony between cultural family practices and program practices and reduces the novelty and strangeness that a child may experience during transitions.

Strategies

For families and staff to work together in partnership for the benefit of children, it is necessary for each to understand and discuss their points of view. The following reflective strategies can help caring adults step back, observe, discuss, and resolve differing practices:

- Reflect on infant and toddler routines from a comparative child development perspective.
- Shift from a *universal* to a *cultural* view of child development and care.
- Confront preconceived beliefs about diverse families.
- Consider multiple options in infant and toddler rearing.
- Be accepting of different practices and be creative in resolving conflicts.

Adapted in part, with permission, from Navaz-Peshotan Bhavnagri and Janet Gonzalez-Mena and from the Association for Childhood Education International, from Navaz-Peshotan Bhavnagri and Janet Gonzalez-Mena, "The Cultural Context of Infant Caregiving," *Childhood Education*, Fall 1997, 2–8. © 1997 by the Association for Childhood Education International.

Also adapted in part, with permission, from Janet Gonzalez-Mena and Judith K. Bernhard and from the Canadian Child Care Federation, from Janet Gonzalez-Mena and Judith K. Bernhard, "A Call for Cultural and Linguistic Continuity," *Interaction*, Summer 1998.

Effective Infant Toddler Transitions

Climbing a Mountain

Developmental transitions of infants and toddlers can be compared with learning how to climb a mountain with the help of an *expert* guide. The familiar adult is the expert for the infant or toddler, providing the emotional support *ropes* and the sure footing of a good attachment relationship. The transition process described here was practiced very successfully at the University of Pittsburgh Child Development Center.

Beginning the Ascent

The child's primary teacher accompanied the infant as he *moved up* from the infant group to the toddler group. The transition took place gradually over a 4- to 6-week period. During this period, the child's day began in the infant room. After breakfast, the child went with the primary caregiver for brief visits to the toddler room. The visitors were greeted warmly by the toddler group's staff. The infant was somewhat familiar with the staff because he had had some weekly casual contact in places like the gym.

The visitors stayed in the toddler room for about a half-hour each day for the first few visits. Gradually, the visits were lengthened to about an hour. During the visits, the infant and the *expert* explored the room together. Late in the first week, the toddler group's staff began to seek interactions with the young visitor (after the infant had had time to view the staff from afar). Up until that point, contact had occurred out of the infant's close proximity to the new adults. As these interactions increased, the infant group's teacher remained nearby or in view, according to the needs of the child. The subtle shift from one trustworthy adult to another had begun.

A Little Higher

During the second week, the child gradually stayed 2½ to 3 hours (until just before lunch). The infant's teacher and the toddler group's staff shared the role of nurturing expert. The infant's teacher made sure that before she left the room, she let the child know that she would return to take him back to the infant room for lunch. The toddler group's staff always let the infant know that they were available to him when his teacher left the room.

If the infant became too upset to be comforted by the new adult, the infant's *expert* was called to return to the toddler room for a while and eventually took the infant back to the infant room. The next day the transition process continued.

Halfway There

From the beginning to the end of the transition, there was a steady flow of communication with the infants' parents, and they were encouraged to visit the new room without their child. In the middle of the transition process (the third week), the child often pulled his parents in the direction of the toddler room on entering the building. But until the transition process was complete, the parents were asked to keep to the original routine of dropping their child off in the infant room. When the child had become securely attached to the toddler group's staff, it was easier for him to separate from his parents.

Reaching the Top

In the fourth week, the child began to take naps in the new room, and after nap time returned to the infant room. By the fifth or sixth week, the *new toddler* had completed the transition—had reached the peak of the mountain. Each day began and ended in the toddler room. This transition process was individualized to meet the needs of the child and altered when there were trouble spots.

Conclusion

This gradual transition process protected and nourished the child's psychosocial development. Small incremental steps were included that allowed the child to feel more comfortable and confident about making the transition. This effective practice was continued as the toddler transitioned from the toddler room to preschool. Policies and practices like the ones described help children build positive coping skills.

Adapted with permission from Daniel, Jerlean E., "Infants to Toddlers: Qualities of Effective Transitions," *Young Children*, Vol. 48, No. 6, September 1993, 16–21.

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Individualized Family Service Plan (IFSP)

What Is an IFSP?

An Individualized Family Service Plan (IFSP) is an ongoing written service plan for the whole family of a child with special needs from birth to age 3. The goal of the IFSP is to define the family's strengths and needs as they relate to the child's development. It clarifies goals that the family, child, and early intervention team can work toward.

Because a family's priorities can change, the IFSP is a working, flexible document. Its focus is to help provide families with support and encourage them to seek community resources.

What Principles Guide the IFSP?

The guiding principles of the IFSP are:

- A child's greatest resource is his family.
- A baby's needs are closely tied to the needs of her family.
- The best way to support children and meet their needs is to support and build on the strengths of their family.

What Are the Elements of an IFSP?

Anything that concerns the family can be outlined in the IFSP. Elements of the plan include:

- **Developmental information.** This section can include the child's medical history, diagnoses, and medications, as well as strengths and challenges in the development of the following skills: fine and gross motor, communication, social-emotional, self-help, cognitive, and play.
- **Family interest and concerns.** This section identifies services that the family may be interested in, such as financial, housing, transportation, health, employment, legal, social, early intervention, and therapy.
- **Timeline.** This section describes, in terms of months, when the family would like events in the child's development to occur and when services should be delivered. Providers, cost, and major outcomes to be achieved by the child and the family can be identified in the plan.
- **Preschool transition plan.** This section identifies the school district the child resides in, the district contact person, and a plan of action for how and when the transition to preschool services will take place.

Who Prepares the IFSP?

A service coordinator generally initiates the IFSP process and works with the family to complete the plan as the child develops from birth to age 3. Involvement of other team members will depend on the needs of the young child. Other team members may include medical staff, therapists, child development specialists, social workers, and others. The parents are the most important members of the IFSP team and are the final decision makers regarding the level and type of intervention services desired.

Adapted from the Web site of Resources for Young Children & Families, Inc. (http://www.rcf.org). Also adapted from A Parent's Guide: Accessing Programs For Infants, Toddlers, and Preschoolers with Disabilities (Washington, DC: The National Information Center for Children and Youth with Disabilities, 1994), p. 4.

Oregon Child Development Coalition
Migrant Head Start

Location:	Wilsonville, OR
Setting:	Mostly rural: 9 counties served at 18 centers statewide
Contact:	Ramiro Martinez, Interim Director
Phone:	1-503-570-1110
Highlights:	**Family Partnership Agreements and continuity of care** 1,800 migrant children (birth to age 5) and their families are served

Program Features:

- Program uses a Parent Partnership and Case Management Model. The family is viewed holistically, and the family members' role in their child's development is emphasized from day 1.
- Some centers are open 6 days per week, and children of migrant workers may stay in the program between 8 and 12 hours per day. Continuity in staffing is promoted by having staff shifts overlap.
- Consistency between home and program practice is promoted through ongoing communication and home visits. All staff members participate in this communication process.
- Continuity of teacher is implemented by assigning previous caregiver to a child who returns to the migrant program center and by establishing a teacher schedule and routine that are consistent and familiar to the child and family.

Transition Into Program:

- The Family Partnership Agreement is the starting point for identifying family and child development goals and preferences and is the vehicle for ongoing dialogue. The agreement is continuously updated and adjusted as changes occur.
- Home visits are scheduled within the first week of entry into the program. Information is received from the family regarding its practices and routines, such as feeding, swaddling, holding the child, toileting, interactions, and self-help preferences. Home visiting schedules may vary depending on the amount of time parents have been enrolled in the program.
- Primary caregiving teachers spend the first 2 weeks observing the child and getting acquainted with the family and with the data and input that family members have provided.

- Children under 3 who return to the program are placed with the same teacher who provided care during a prior season. This practice reduces the number of adjustments the children must make during a transition.

- Staff transition goals include development of attachment, resilience, consistency, and connections.

- Because staff observations and parent feedback drive the program, staff development activities focus on increasing observation and facilitative skills, including communication, negotiation, and planning.

Ongoing Transitions:

- In addition to conducting home visits and staff-parent conferences, staff visit campsites to conduct parent orientation sessions. Because most children are transported to the center by bus, ongoing communication between staff and families is frequently conducted through the bus driver and the driver's assistant.

- Child-rearing practices are discussed and developmental transition information is shared among staff and families. Individualized transition plans are established for each child. Discussions address pros and cons on a variety of issues, such as herbal medicine and self-feeding compared with having a child under 3 being fed by an adult.

- A Baby Book is used for an ongoing assessment of the child. The book includes developmental checklists. Staff and parents discuss the child's development and share their observations.

Transition Out of Program:

- A Transition Packet is prepared for each child and given to the family at the end of the program. This portable record documents the child's health and developmental information that the family can take to the next program.

- A statewide computerized system of development and health records is maintained to ease transitions from one program to another. Families and staff also have access to records by e-mail. The transition information helps support continuity because it contains information on what strategies worked best with the child and family and what goals and interests the parents have in mind for the future.

P.E.A.C.E., Inc.
Early Head Start Program

Location: Syracuse, NY

Setting: Full day, full year; center based, home based, and combination

Contact: Coleen Meehan, Early Head Start Coordinator

Phone: 1-315-470-3300

Highlights: **Individualized transition planning for parent and child**
64 Wave 1 and 70 Wave 4 children and families served

Program Features:

- Collaborative agreements between Early Head Start and community service providers allow center-based child development services to be co-located at adult substance treatment facilities and correctional facilities.
- Male Involvement Specialist promotes involvement of a significant male in the life of each enrolled infant and toddler.
- Each transition is planned according to the individualized treatment needs of the parent, family's plan, and developmental needs of the child.

Transition Into Program:

- Transition into the program begins with recruitment and intake.
- Expectations for families and staff are discussed.
- Families and their children are transitioned slowly; relationships are given time to develop.
- Initial home visits are less than 90 minutes in length; staff gradually increase the time as the family becomes more familiar.
- Evening activities, as well as daytime events, are planned so that all families can participate in orientation.

Ongoing Transitions:

- A primary caregiver is assigned to each child so that the child does not have to deal with change in teacher.
- To provide continuity, the teacher transitions with the child to the next level of care or room.
- Staff plan for each child's developmental changes on a daily basis as the child develops individually.
- Each child's routine is respected; staff change equipment, daily experiences, or the environment as the child develops.
- Center-based families provide and receive ongoing information through the bus driver, who relays staff-family messages. Other staff, such as the Family Services Specialist, alternate riding the bus to promote home-program connection.
- Early Head Start is the primary coordinator of services for children with special needs. Staff provide ongoing needed services to promote continuity and minimize the number of transitions the child needs to make in a given day, week, or year.

Developmental Information:

- Center-based families receive monthly home visits from teachers. Child development information is discussed, and parent-child activities are planned.
- Home-based families receive weekly home visits, which include developmental information.
- Monthly parent meetings provide infant and toddler development discussions.

Transition Out of Program:

- Planning for transition out of the program is individualized, depending on the specific needs of the child, the family, and the individual collaboration.
- Early Head Start services provided at a correctional facility site require transition planning for the child from birth. Services provided at substance treatment facilities require early transition planning because most parent treatment programs are 18 months in length. Transition planning for the child's care includes relative care, Head Start programs, and church or family child care sites.
- Center-based transition planning begins when the child is 2½ years old. Families are asked to identify their ideal child care situation. Options available in the community are then identified.

Southwest Human Development, Inc.
Early Head Start Program

Location:	Phoenix, AZ
Setting:	Urban: home based
Contact:	Kathy Doucette-Edwards
Phone:	1-602-266-5976
Highlights:	**First-time teen parents whose children are under the age of 6 months** Program serves 120 families. Male involvement is a key feature.

Program Features:

- This relationship-based program uses the relationship with the Family Support Specialist (FSS) and other Early Head Start staff to build and strengthen the relationship between a child and his parents.
- Services are integrated, comprehensive, and family centered. In addition to weekly home visits from the FSS, they include support groups for mothers and fathers facilitated by certified mental health specialists, play groups, socialization and education activities, and regular in-home nursing assessments by registered nurses. Transportation is provided to all site activities.

Transition Into Program:

- Services to the teen parents are strengths based; parent driven; and delivered in supportive, nonjudgmental, unconditional ways. Staff recognize that teens do not want another authority figure in their lives telling them what to do.
- Specialized services to fathers include outreach from the male program specialist, separate home visits with the FSS if they do not live with their baby, evening home visits, father-baby play groups, male support groups, help with establishing paternity, and Dad's Night Out for quarterly recreational field trips.
- Early Head Start works in close collaboration with high schools, health plans, family planning centers, and other community agencies serving the adolescent population to ensure coordinated services and smooth transitions into the program.

Transitions During Program:

- Multiple daily transitions often occur in the lives of teen parents and their children. Housing changes often as they move from one family member's home to another, and relationships are often rocky as they strive for independence. Home visitors are supportive of adolescents' developmental stages, while they also address children's need for routines and security.

- In addition to registered nurses, families see child development specialists routinely. Depending on their individual needs and goals, families may receive a visit from the nutritionist, mental health specialist, male program specialist, child development specialist, or speech and language specialist. As a result, families are connected to the whole program, not just to their FSS.
- Early Head Start helps parents identify ways to increase the quality of time with their child during daily routines. For example, staff suggest why and how to turn bath time into fun, instead of just a necessary duty, and how to make a bus ride fun and interactive.

Communication of Child Development Information:

- Family interactions are videotaped. During viewings, home visitors help families assess their interactions and identify the baby's cues. Emphasis is on building trust and identifying positive interactions. Interventions build on strengths in the relationships.
- Socializations are teen oriented. Games such as Jeopardy!, Pictionary, relay races, and challenge courses are used to communicate child development, nutrition, toilet training, and discipline information to the teen parents. Play groups recognize the different ways fathers and mothers play with their children and take into account the developmental play needs of the adolescent, as well as the infant and toddler.

Sacramento Employment and Training Agency
Early Head Start Program

Location: Sacramento, CA

Setting: Urban; full year; home based

Contact: Catherine Goins, Program Officer

Phone: 1-916-263-5342

Highlights: Grantee and two delegate agencies target services toward children with disabilities, who make up about 20 percent of those in the program. Grantee and delegate agencies perform joint home visits with Early Start, their Part C program. One delegate agency also focuses on teen parents.

Transition Into Program:

- Before enrollment, a home visitor engages in a 90-minute visit with the family to explain the program and begin to get to know the family.
- During the 90-day phase-in period, the home visitor starts to build a relationship with the family. The staff member fosters trust through consistency, for example, by showing up for appointments even when the family does not.
- Program has streamlined the number of forms required for transitions. Entry into the program now requires only an application and family profile. The Family Partnership Agreement is used throughout the program, including for transition out of the program.

Ongoing Transitions:

- Program managers try to match the home visitor to a family with the same language and culture. Factors that have minimized changes in home visitors are ongoing training, support, and supervision and excellent salary with benefits.
- Each home visit begins and ends with clear transitions. The home visitor begins by asking how the previous week has gone and ends by working with the family to plan for the next visit.
- Socialization days also benefit from attention to transitions. Families experience continuity because home visitors coordinate the socialization activities. Staff greet each family by name and focus on making everyone feel comfortable. Families also know the plan for the day in advance, and they help to shape the plan through their input during home visits.

Communication of Child Development Information:

- The assessment process supports the sharing of this information. A couple of months in advance, the home visitor gives parents the unit for their next assessment. The units include child development information, and parents often respond by asking for more information.

Community Action Agency
Early Head Start Program

Location: Jackson, MI

Setting: Urban; full year; home based

Contact: Mary Cunningham DeLuca, Early Head Start and Head Start Director

Phone: 1-517-784-4800, ext. 2236

Highlights: Program began as an infant mental health program. The model underlying the program encourages mothers to address their own issues and to use that work as the basis for addressing their children's needs.

Program Features:

- Early Head Start families in the program differ in stability from those in Head Start. About 20 percent of Early Head Start families, for example, have no permanent address. By the time they reach Head Start, families have become more stable. They have begun to work, for instance, and have established solid relationships with their children.
- Program staff are well trained. Many have earned a Master of Social Work degree, and the Merrill Palmer Institute at Wayne State University provides training for new staff and biweekly supervision for established staff members.

Transition Into Program:

- From the outset, each mother is encouraged to tell her own story, which is often one of trauma, domestic violence, and abuse. By listening to these stories and helping mothers address their own issues, home visitors begin to establish trust with the family. They also build on the parents' determination not to have the same events happen to their child.

Transitions During Program:

- Program emphasizes boundaries, encouraging parents to recognize when they are reaching their limits and step away. Parents are helped to link up with community resources as a way to manage their own limits.
- Groups also offer parents support and are often led by parents. Examples include play groups, family (stress) management, weight management, fathers' group, trauma group, and movie night for families. Child care is available.

Program Profiles

Communication of Child Development Information:

- Program stresses helping parents form realistic expectations about child development and encourages them to celebrate their child's achievements. Often parents have had no experience themselves with celebrations.
- Program gives families videotapes as a record of child development, but also so parents can see their own development in interacting with their child.

Transition Out of Program:

- If the child has a disability, the disability coordinator joins the Early Head Start and Head Start home visitors for the transition meeting with the family.
- Early Head Start and Head Start are part of the same program, and so far, all families have moved from one to the other. When they first enroll in the program, Early Head Start families receive the Head Start newsletter and join Head Start groups, so they know the preschool program well before they make the transition.

Friends of the Family
Early Head Start Program

Location: Baltimore, MD, and Caroline County, MD

Setting: One urban and one rural site; full day, full year

Contacts: Linda Ramsey, Deputy Director, and Claire Siegel, Program Coordinator

Phone: 1-410-659-7701

Highlights: **Continuity of primary caregiver (birth to age 3)**
Program combines the best features of the statewide, community-based Family Support Centers model with its former Comprehensive Child Development Program model to create a flexible center- and home-based program that aims to be responsive to the changing needs of individual families. One hundred children (50 at each site) are served.

Staffing:

At enrollment, families and children are assigned a primary caregiver who provides continuity through age 3. The classroom is called the child development room and staff, the child development staff. Staff turnover is very low. Competitive salaries, benefits, and opportunities for professional development are important factors.

Transition Into Program:

- A Family Partnership Agreement is developed to describe mutual expectations.
- A group orientation session is held at the Early Head Start center to explain services and to help staff, parents, and children get acquainted.
- Home-based services are provided to all families as part of the program.

Continuity of Care:

- Once a center-based child makes the initial transition into the setting, he does not have to adjust to a change in caregiver or space as he develops. From birth to age 3, the child remains with the same primary caregiver. The infant and toddler areas occupy the same room.

Ongoing Transitions:

- Ongoing, informal communication among staff and between staff and parent provides an opportunity to revisit and rethink routines and the environment in light of each child's developmental changes.
- Parents regularly share a meal with their child at the center. This practice provides opportunities for staff to model family life skills.

- Program offers parent education classes on a variety of topics and support groups (for example, teen group and grandparent group).
- Group socializations offer opportunities for families to build supportive peer relationships.

Developmental Information:

- Home-based families receive developmental information from the Family Services Advocate during each home visit. Parents as Teachers curriculum is used. Planned interactions are used to model responsive relationship skills between parent and child.
- Center-based parents are regularly invited to join their child in the child development area of the center. These visits provide opportunities for modeling. Staff share an observation sheet with the parent as a tool for noticing and discussing their child's developmental growth and what experiences and changes in routines or environment can support these new transitions.
- Parent meetings include parent education seminars. Topics are determined by parent interest surveys. Classes are scheduled weekly or twice a week, during the day and the evenings.

Transition Out of Program:

- Planning for the next setting begins 6 months before the child's third birthday. Some children move on to Head Start, and a partnership allows for tours and an orientation. Other children and families are linked with child care providers or other preschools.
- Preparing the parent can be more difficult once a comfortable relationship has been established.
- Continuity of most services can be achieved once the families have been connected to service providers.

Project Eagle Early Head Start Program
University of Kansas Medical Center

Location: Kansas City, KS

Setting: Urban; full day, full year; home based and combination center based and home based

Contact: Martha Staker, Director

Phone: 1-913-281-2648

Highlights: **12-month transition planning before child's third birthday**
160 families are served, including 35 families with teen parents aged 13 to 18 years

Program Features:

- Program develops interagency agreements with developmentally appropriate child care sites.
- University of Kansas Medical Center writes off health care services provided to Early Head Start families with no medical insurance and provides allied medical, nursing, and early childhood education interns to the program.
- Home visitors bring laptop computers into the home to ease record-keeping and track progress.
- Fathers or father figures are actively involved in early childhood activities from their child's enrollment.
- Governor of Kansas has made Early Head Start expansion funds available to serve additional infants and toddlers.
- Program publishes a quality newsletter and a parent page.
- Individualized Development Plans are prepared for child care providers, and bonus or benefits packages are built into a staff member's successful credentialing in the child development area.

Transition Into Program:

- At enrollment, a Family Partnership Agreement is prepared that describes the services to be provided and expectations for participation.
- Each family receives a Resource Notebook, which is divided into sections, such as prenatal information.
- The Family Support Advocate spends the first 90 days getting to know the family and completes the enrollment process.

- Within 45 days of the child's enrollment, a developmental screening identifies child development goals and a medical home. This assessment is repeated every 6 months or more frequently, and a referral is made if early intervention is necessary.

Ongoing Transitions:

- Families are matched with Family Advocates.
- A problem-solving method is used to define problems and identify solutions.
- Coordinators and Advocates discuss each family during weekly staffing sessions and track the family's outcomes and achievements.
- Program offers teen socializations with hands-on activities and other support groups, such as a grandmothers' group.
- To provide continuity of care for children, Project Eagle Early Head Start pays for child care expenses for up to 2 months while a parent seeks employment following departure from a previous job.

Developmental Information:

- Home-based families receive developmental information from the Family Services Advocate during each home visit. Parents as Teachers curriculum is used.
- Families define their own developmental and self-sufficiency goals.
- Weekly home visits are conducted during the prenatal period to discuss prenatal care and education and plans for well-baby care.
- Four to 6 weeks before the baby's expected delivery, attachment and bonding are discussed with families. Staff describe what cues to look for and what to expect during infant development.

Transition Out of Program:

- Planning for the next setting begins 1 year before the child's third birthday. Families are asked to think about where they want to be in 1 year and to identify what more they hope to get from being enrolled in Early Head Start. Planning 1 full year in advance allows for realistic, achievable goals.
- A Hispanic resource and social network helps prepare parents to obtain and advocate for services beyond Early Head Start.
- Some families seek continuity of care by applying for placement of their children in the Head Start preschool program. Staff assist families in the requalification process.
- Exit interviews are conducted with each family, and graduation parties celebrate their success and the relationships forged. Staff discuss changes in a consistent adult caregiver.

Kentucky Early Childhood Transition Project
Project S.T.E.P.S. Model

Location: Kentucky—statewide initiative

Setting: Full-year, blended programs based on community needs at 60 sites

Contact: Brenda Mullins, Project Coordinator

Phone: 1-606-257-9116

Highlights: **Team-based statewide early intervention program**
Serves transition needs of families with children from birth to age 8 from hospital to home and then to out-of-home care in program, service, and school settings

Program Features:

- Statewide transition initiative replicates the national S.T.E.P.S. model.
- Program provides technical assistance to interagency teams, including parents. Each community determines the scope of developmental transition goals for children from birth to age 8. Teams then design a system based on best practice.
- Program began as a transition system for children with disabilities, but now is used for all children at risk.

Transition Into Program:

- A *Step by Step Family Guide for Transition into Preschool* describes the statewide transition process from Kentucky Early Intervention Services to preschool services.
- Transition is described as a yearlong process that begins with the first contact with the family.
- All programs and services used by a family use the same intake tool, which was designed by a community interagency team.
- Community services vary, and the Kentucky Early Childhood Transition Project encourages continuity from program to program while assisting communities in developing an inclusive system. Options for families are presented in a variety of ways.

Ongoing Transitions:

- The overall goal is to prepare a child for each transition so that the child feels comfortable in the next setting. This effort begins with day 1.

- The bus driver relays ongoing staff-family communication, as do food service and secretarial staff.
- Attempts are made to bring everyone involved in transition planning together to evaluate transition adjustment and develop ongoing follow-up and support.
- Parent input is valued throughout the transition process.

Developmental Information:

- Staff training and joint parent-staff training and mentoring programs provide developmental information.
- Kentucky Family Resource Centers HISTARS, Regional Training Centers, and First Steps Training and Assistance Teams provide information on nurturing families and children.

Transition Out of Program:

- One year is used to plan for a child's transition by age 3.
- When the child reaches the age of 2, the transition conference gives parents many opportunities to explore placement and service options within their community.
- Resource books, videos, photo albums, and program resource fairs are provided to help families learn more about the program options available.
- A parent newsletter spotlights one'program at a time. Parents translate information for other parents.
- Staff interactions between the old and new settings help develop connections.

Frank Porter Graham Family and Child Care Research Program

Location: Chapel Hill, NC

Setting: Suburban with urban centers; full year except for closing during 2 weeks in August; center based at a university

Contact: Debby Cryer, Investigator and Director of the Child Care Program

Phone: 1-919-966-5098

Highlights: **Continuity of care**
Children stay with the same teachers for the first 3 years. In some cases a teacher may stay with the children through preschool, as well.

Program Features:

- The center cares for 65 children from 6 weeks of age until they are 5 years old. Families served represent various ethnic groups and a mix of incomes; fees are on a sliding scale.
- The program is part of a research center with the resources to offer many advantages. Therapists are readily available to help children and staff, for example. Teachers and assistants are almost always involved in further education, training, and development.

Transition Into Program:

- All new infants enter the program in August. Infants who are between 6 weeks and 4 months of age at entry join a group that stays together, with the same teachers, through the end of the age 2 year.
- Each group consists of five typically developing children and one child with a disability. Two groups are formed each year. Two teachers work with each group, and one assistant works with both groups. One additional child with a disability joins each group at age 2.

Transitions During Program:

- The environment is regularly modified to accommodate children's evolving needs. Furniture and materials are moved in and out of storage. Two-year-olds move into a room with small toilets.
- Schedules for changing routines are individualized. Teachers are attuned and responsive to individual children, and they seek parent input in deciding when to move to the next stage in feeding, napping, and other routines or learning.

Communication of Developmental Information:

- Parents are welcome to visit the center whenever they can, and they tend to stay and talk as long as possible at the end of the day.
- Teachers seek parents' information and points of view and also communicate the program's perspective. As much as possible, they accommodate what families want. If a family prefers, for example, they experiment with early introduction of solid foods.

Transitions Out of Program:

- Toddlers and teachers have had no difficulty with the children's transition into the group for 3-year-olds. The toddlers visit the new classroom frequently and get to know the new teachers.
- Parents sometimes have problems with the change. They feel reluctant to leave teachers they have known since their children first entered the program. To address this problem, the program has extended some continuity of care into the preschool years and paid more attention to helping parents feel secure with new teachers.

Drake University
Early Head Start Program

Location:	Des Moines, IA
Setting:	Primarily urban; full year; primarily home based
Contact:	Kari Townsend, Program Coordinator
Phone:	1-515-282-2684
Highlights:	**Pre- and postnatal services** Home-based program with center-based component. Two play groups meet at the center two mornings a week.

Program Features:

- Program started as a Parent and Child Center. The Early Head Start Program began in July 1997. Historically, the program has achieved a high family retention rate (86 percent).
- Area served has a high infant mortality rate. Nine of Des Moines' 15 census tracts have infant mortality rates of more than 20 per 1,000, and some areas experience nearly 40 deaths per 1,000 live births.
- Staff form a multidisciplinary team, with specialties in counseling, early childhood education, male involvement, multicultural services, perinatology, and psychology. Cross training is emphasized.

Transition Into Program:

- Prenatal and postnatal services include visits from a perinatal specialist for 6 months after the child's birth, with follow-ups at 9 and 12 months.

Transitions During Program:

- Family goals drive the home visits. An individualized curriculum for each infant and toddler results from developmental screenings and parental input. The family helps to plan the next visit, and the emphasis is on the family's strengths and challenges.
- Staff turnover has been minimal and is usually caused by maternity leave. When these transitions occur, they are relatively smooth because families and staff know each other. Although families have one primary point of contact, they get to know all staff members when they come to the center. Occasionally, two staff members make a home visit together. Staff meetings each week are also devoted to reviewing two families in depth; as a result, all staff members are familiar with each family's circumstances.

Transition Out of Program:

- A program goal is to have the family take charge of the transition meeting, issuing invitations to those who need to attend and running the meeting itself to develop a transition plan.

Asheville City Schools
Early Head Start Program

Location: Asheville, NC

Setting: Urban; full year; combination of center based and home based

Contact: Malvary Gamble, Assistant Principal of Preschool

Phone: 1-828-255-5423

Highlights: **Continuity of care**
Center-based children stay with the same teacher and assistant for the first 3 years.

Transition Into Program:

- The Family Coordinator serves as the point of contact for recruitment. This arrangement provides continuity in the staff with whom families work from the beginning.

Communication of Developmental Information:

- Teen mothers attend high school in the morning but take their last class at the center in the afternoon. Class activities focus on reading to their children, parent-child interaction and attunement, partnerships to support the child's education, and preventive health measures. Numerous parent education opportunities are available for all parents.

Transition Out of Program:

- Each year, children who turn 3 years old after October 16 can stay in Early Head Start until the next fall, when most preschool programs accept new entrants.

Infant and Toddler Transitions
Reflections Sheet

Directions: *After each training activity, reflect on what you have learned and use this tool to record how you can apply these insights to your role in supporting infant and toddler transitions.*

Reflections and Insights

Things I am doing now to support transitions:

Other things I plan to do or adapt:

These plans will benefit:

Hands-on Tool 2

How Does Change Look and Feel?

Directions: *Use this chart to describe a recent or upcoming change in the care arrangements or routine of an infant or toddler. Then reflect on how the change might feel from the perspective of the child, the family, and the program staff or director. Finally, think about an individualized strategy for supporting the child's adjustment to this transition.*

Transition in a Child's Care or Routine	Infant or Toddler Viewpoint	Family Viewpoint	Staff or Director Viewpoint	Individualized Transition Strategies

Supporting Identity Formation in Infants and Toddlers

Parents and teachers support identity formation in an infant or toddler in many ways. When they pay attention and respond to an infant's needs, they tell him that he is valued. When they support an older infant's explorations, give a child choices, and admire a toddler's developing skills, the child comes to see herself as independent. When they use photographs and stories to reinforce a child's identity, he comes to see himself as a member of a family and a cultural group. When they respect and sympathize with a toddler's struggles, she becomes more confident in her ability to express and control her strong feelings and conflicting needs.

Parents and teachers support identity formation in an infant when they:

- Listen attentively to an infant's cry, interpret it accurately, and respond quickly. If the cry signals hunger, they feed the infant. If the cry expresses pain or distress, they soothe and comfort. If the child is settling down to sleep, they let her cry, but only for a short time.
- Care for the infant gently and pleasantly when they diaper, feed, dress, or bathe him. They can adjust to the child's tempo, talk to him about what they are doing, and make routines special times together.
- Hold the infant in a close, secure, relaxed way.
- Form a special, individualized relationship with the infant—for example, by learning what kinds of cuddling, soothing, talking, singing, and playing calms the child or brings her pleasure.
- Pay attention when the infant explores. From a distance, through words or expressions, they can let him know that they are interested and supportive.
- Welcome the exploring infant who returns for attention, comfort, or support.
- Help the infant who runs into an obstacle during his explorations and becomes frustrated by comforting him and helping him become involved in another activity.
- Support the infant when she is upset about being separated from her parents or being around strangers.
- Talk to the infant about his family, what they do together, and when they will return.

Supporting Identity Formation in Infants and Toddlers (Continued)

Parents and teachers support identity formation in a toddler when they:

- Share the toddler's pleasure in her new skills and give her opportunities to help herself—for example, by letting her pour her own milk or put on her own coat.
- Use photographs and mirrors to encourage the toddler to recognize himself and to reinforce his image of himself.
- Talk about families and use photographs, books, and stories to support the toddler's growing awareness that she is part of a family and part of a cultural or social group.
- Read books to the toddler and show him illustrations and photographs to help him feel positive about different transitions or aspects of his life, such as his parents' divorce, being part of a single-parent or extended family, or having a new brother or sister.
- Understand that the toddler feels independent one minute and dependent the next.
- Recognize, accept, and sympathize with the toddler's strong feelings of delight, love, playfulness, anger, frustration, and disappointment.
- Help the toddler understand her feelings and express them appropriately.
- Respect the need for independence that leads the toddler to declare "No!" or "Me do it."

Adapted with permission from Far West Laboratory for Education Research and Development, *Trainer's Manual, Module I: Social-Emotional Growth and Socialization*, The Program for Infant/Toddler Caregivers (Sacramento, CA: California Department of Education, 1993), pp. 96–98.

Supporting Consistency for Infants

Families, teachers, and managers all have roles in enhancing consistency for infants. This tool summarizes some of the roles that adults have in creating consistency between home and program practices.

Families can:

- Express warmth and demonstrate trust for the child's teacher. A child notices these behaviors, and they can help put her at ease with her teacher.
- Carefully communicate information about home practices, family beliefs, and child-rearing values to allow staff to incorporate this information into how they act with the child.
- Regularly update teachers about the child's sleeping, eating, and diapering routines.
- Share detailed information about the child's temperament, mood, likes, and dislikes to help teachers respond to his cues.
- Respond to information that teachers report—especially changes in eating and sleeping routines and in mood.

Teachers can:

- Learn about the child's culture so that they can create a responsive environment that supports the family's child-rearing practices.
- Gather information about how the family responds to the child's cues and use this information to adjust their nurturing styles accordingly.
- Follow through with family wishes and be open about what is working and what is not working.
- Respect each family's parenting style.

Managers can:

- Give teachers time to meet with families to share valuable information about child-rearing and teaching practices before the child enters the program.
- Create ongoing communication systems that record and distribute information to all parties working with each child and family.
- Carefully plan staffing patterns so that the child can be assigned to a primary teacher, which will minimize the number of teaching styles that she must adapt to each day.

Promoting Continuity for Toddlers

Toddlers need continuity in their lives because routines help children understand what to expect from one moment to the next. Families, teachers, and managers can work together to create policies, procedures, and routines that promote continuity. Coordination among these players eases the transitions as the child moves from home to the program and back again. This tool outlines each group's role in the process.

Families can:

- Create routines for sleeping, eating, and other daily experiences. When a child knows what to expect, he can actively participate in accordance with his developing skills.
- Tell their child about upcoming changes in routines in a way that is understandable.
- Share important information about changes in family events or routines with early childhood staff so that they can support what happens at home.

Teachers can:

- Participate in family arrival and departure routines as needed.
- Help create a program schedule that is predictable and yet can be adapted to meet the child's growing interests and developmental progress.
- Create individualized curriculum plans to encourage the growth of each child.
- Clearly communicate with families about a child's daily experiences and longer term changes in appetite, sleeping patterns, or mood.

Managers can:

- Prevent unnecessary transitions by planning for the child to remain with a specific teacher for an extended period of time.
- Help families and teachers keep abreast of necessary transitions by engaging them in long-term planning.
- Provide time for families and teachers to meet to communicate important information before the child enters the program and at regular intervals after the child has entered the program.

Individualized Transition Plan

Child's Name: ____________________ **Teacher's Name:** ____________________

Date of Birth: ____________________ **Date Prepared:** ____________________

Family Profile—Describe the child's family composition, culture, language preferences, and goals.

Transition Experiences—Describe new and ongoing transitions that the family is experiencing and how the family is adapting to them.

Child Profile

- **Temperament**—Describe the child's unique style, likes, dislikes, and reactions.
- **Developmental progress**—Describe the child's growth in the following areas:
  - (1) Self-awareness
  - (2) Attachment to parent
  - (3) Attachment to primary teacher
  - (4) Communication
- **Routines**—Describe the routines that help the child during the following transitions:
  - (1) Arrival time
  - (2) Separation time
  - (3) Nap time
  - (4) Feeding time

Individualized Transition Plan (Continued)

Plan for Transition—Describe how the family and teacher can prepare and support the child before and during an upcoming transition.

Action Plan Timeline

What parents can do	What staff can do	When

Comments: ____

____

____

____

____

____

Hands-on Tool 7

Developmental Transition Profile

Directions: *When infants and toddlers experience transitions in their development, routines, or care, their needs for secure attachments, exploration, and a positive sense of self require individualized support. Use this tool to record your observations of an individual child's developmental cues. In column one,* See Me!, *and in column two,* Hear Me!, *record how the child uses actions, gestures, and sounds to communicate her developmental needs. In column three,* Help Me Adjust to Changes!, *write your ideas for supporting the child's development and adjustment to change.*

Child's Name: ______________________________

Developmental Need: ***Security***

See Me!	Hear Me!	Help Me Adjust to Changes!

Developmental Need: ***Trust***

See Me!	Hear Me!	Help Me Adjust to Changes!

Developmental Transition Profile (Continued)

Child's Name: ______________________________

Developmental Need: *Exploration*

See Me!	Hear Me!	Help Me Adjust to Changes!

Developmental Need: *Identity Formation*

See Me!	Hear Me!	Help Me Adjust to Changes!

Practices That Support Social Development

Families and staff support social development in young infants (birth–8 months) when they:

- Respond to the social gestures and noises of infants and adapt their interactions appropriately.
- Play responsive social games.
- Recognize that infants need a familiar social partner who is dependable, warm, and loving.
- Take advantage of opportunities for social play during feeding, bathing, dressing, and other physical care routines.

Families and staff support social development in mobile infants (6–18 months) when they:

- Structure periods of time for the infants to interact socially with other children; remain available to protect, comfort, or facilitate; and do not interfere unless necessary.
- Provide the infants with opportunities to observe social interactions among older children and among adults.
- Provide several attractive toys to minimize conflicts and waiting for turns.
- Engage in social play that supports the infants' developing social skills—for example, encouraging them to take turns with a ball, talk at mealtimes, share a snack, or put toys away.
- Encourage infants to comfort and help each other.

Families and staff support social development in toddlers (16–36 months) when they:

- Encourage cooperation rather than competition.
- Help toddlers understand that sometimes they must wait for attention because of other children's needs.
- Encourage children to interact with each other in playful and caring ways.
- Understand that sharing, taking turns, and playing with others are difficult for toddlers and encourage their attempts to use words to resolve conflict.

Adapted with permission from Far West Laboratory for Education Research and Development, *Trainer's Manual, Module I: Social-Emotional Growth and Socialization*, The Program for Infant/Toddler Caregivers (Sacramento, CA: California Department of Education, 1990), pp. 63–64.

Hands-on Tool 9

Communicating about Children

Directions: *Use this tool as a guide to create an in-depth description of a child's development. Include lots of specific examples. As a good starting point, review the child's daily communication file before writing this description.*

Development Area	Description of Child's Development
Motor Development → ■ Describe the child's hand-eye coordination; muscle control; need for head support; and ability to grasp, roll over, sit, crawl, walk, and climb. ■ Describe the child's responses to new materials and physical challenges. ■ Describe the child's activity level.	
Language Development → ■ Describe how the child responds to adult voices. ■ Describe the child's vocalizations. ■ Describe teacher responses to the child's vocalizations. ■ Describe peekaboo and give-and-take games that the child enjoys. ■ Describe the child's responses to other adults and children.	
Social Development → ■ Describe the child's interest in other people, both children and adults. ■ Describe the child's response to new environments, materials, and people. ■ Describe how the child explores new places. ■ Describe what frightens the child. ■ Describe how the child responds when he is scared or happy.	

Hands-on Tool 10

Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators*

Age Range	*Attachment Trust/Security*	*Exploration Autonomy/Independence*	*Self-Awareness Identity/Self-Esteem*
Infant (birth to 15 months) 	■ Newborns recognize human language and prefer their own mother's voice ■ Prefer human faces ■ Early social interaction is a smile and mutual gazing ■ Crawls away but checks back visually, calls, and gestures to ensure adult contact ■ Stretches arms to be taken ■ Prefers familiar adults ■ Acts anxious around strangers ■ Uses a blanket or stuffed toy for security and reassurance	■ Brings thumb or hand to mouth ■ Tracks mother's voice ■ Observes own hands ■ Babbles using all types of sounds ■ Uses a few words mixed with babbling to form sentences ■ Tries to keep a knee ride going by bouncing to get the adult started again ■ Shows strong feelings (anger, anxiety, affection)	■ Goes from accidentally sucking own hands to carefully watching them ■ Tries to make things happen ■ Hits or kicks things to make a pleasing sight or sound continue ■ *Talks* to self when alone ■ Prefers to be held by familiar people ■ Imitates adult behaviors ■ Knows own name ■ Understands simple directions

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* *This list is a sampling of developmental indicators and is not intended to include all behaviors associated with early development. For infants, there is considerable overlap among areas of growth. The term* mother *is used to represent the primary attachment figure.*

Developmental Continuum from Birth to Age 3½: Social and Emotional Indicators (Continued)

Age Range	*Attachment Trust/Security*	*Exploration Autonomy/Independence*	*Self-Awareness Identity/Self-Esteem*
Toddler (12 months to 2½ years) 	■ Relates to others by exploring things with them ■ Pulls up, stands holding furniture, then walks alone ■ Goes through a phase of clinging to primary caregiver ■ Experiences periods of intense feelings when separating or reuniting with a parent ■ Sees others as a barrier to immediate gratification	■ Keeps looking for a toy that is hidden from view ■ Understands many more words than can say ■ Has wide mood swings—for example, from stubborn to cooperative ■ Wants to do things by self	■ Knows can make things happen but is not sure of responsibility for actions ■ Becomes bossy ■ Uses the words *Me, You,* and *I* ■ Says "No" to adults ■ Explores everything ■ Is sensitive to others' judging behavior
Preschool (2½ to 3½ years) 	■ Is capable of dramatic play ■ Has better control over all aspects of self ■ Needs to practice ■ Needs adult coaching to get along well with others ■ Shows feelings with words and in symbolic play ■ Is more aware that others have feelings ■ Can plan ahead	■ Uses names of self and others ■ Can tell others about what happened that day ■ Has much larger vocabulary to express ideas ■ Shows concern for others ■ Classifies, labels, and sorts objects and experiences into groups	■ Is capable of self-evaluation (for example, good, bad, pretty, or ugly) ■ Tries to control self (for example, emotions and toileting) ■ Is learning to take turns in conversations ■ Knows a lot about communicating in the style of own culture ■ Can play well with others if the setting is right

Adapted with permission from J. Ronald Lally, Abbey Griffin, et al., *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (Washington, DC: ZERO TO THREE/The National Center, 1995), pp. 78–79.

Easing Separations for Infants and Toddlers—Program Entry

Managers can:

- Assign a primary teacher to each child.
- Encourage parents to visit the center before and after their child enrolls.
- Include the primary teacher in the intake meeting and make plans with parents at that time to ease the child's transition into the program.

Teachers can:

- Invite parents to take an active role. If parents can help their child, they will also ease their own feelings of separation.
- Encourage parents to spend as much time as they can at the center when their child first enrolls and help them work out a schedule for a gradual transition.
- Post a sign welcoming the child and the parents by name. Include photos.
- Continue to make parents welcome. Encourage them to spend time when they bring their child in the morning and when they return at the end of the day.
- Empathize with parents' concerns about leaving their child in care. Link parents up with other families that may have felt similar concerns.
- Give parents information about their child's experiences each day and invite them to share information about their experiences with the child at home.

Parents can:

- Bring their child to the center for visits before he starts coming to the program.
- Tell their child when care is going to begin. An infant can be told, "Janice will take care of you this morning." A toddler can be encouraged to look forward to playing with other children a few days in advance and can then be reminded on the day itself.
- Spend as much time as they can at the center at first. Start with full days, if possible, and gradually shorten the time as the child becomes more comfortable.
- Tell their child good-bye when the time comes and then leave, staying as calm and positive as possible.
- Continue to spend time at the center when they bring their child in the morning and when they return at the end of the day. Play with her, visit with other parents and children, talk with the teacher about what happened that day, and express any concerns.

Adapted in part with permission from Mary B. Lane and Sheila Signer, *A Guide to Creating Partnerships with Parents*, Far West Laboratory for Educational Research and Development (Sacramento, CA: California Department of Education, 1990), pp. 15–21.

Hands-on Tool 11

Easing Separations for Infants and Toddlers—Daily Good-byes

Managers can:

- Help parents and teachers understand the importance of good-bye rituals.
- Help parents and teachers appreciate a child's need to feel connected to his parents when they are apart.

Teachers can:

- Welcome each child and her parents by name each morning.
- Support the parents and child in their ritual for saying good-bye.
- Display interesting items for people to talk about, such as photos of the previous day's experiences.
- Invite parents to bring items from home that will help the child feel connected.
- Help the child express feelings about his parents' leaving. Talk with him about his home and family later in the day. Suggest that he call his parents on a real or toy telephone.
- Invite the child to paint, dance, sing, or tell a story using toys as characters.
- Give the child opportunities to use the skills she knows. Sharing tasks like preparing for meals or putting toys away can also reinforce her feelings of competence.
- Play peekaboo and other games of hiding and reappearing.
- Read stories of good-byes and returns.

Parents can:

- Be sure to say good-bye each day so their child knows that he can trust them and that they won't leave without warning.
- Develop a good-bye routine or ritual that they can use with their child each day—giving the child a kiss or a big hug, waving good-bye from the door, or whatever they feel comfortable doing. This way, both the parents and the child know how to handle the parting.
- Talk with the teacher about bringing items from home that are important to their child—for example, a favorite stuffed animal or blanket, photos of family members, or a tape of the parent reading a favorite bedtime story or singing a familiar song.
- Keep the teacher up to date when their child masters new skills or helps out with tasks and routines at home. Knowing this information, the teacher can recognize and build on the child's skills.

Adapted with permission from Amy L. Dombro, Laura J. Colker, and Diane T. Dodge, *The Creative Curriculum® for Infants & Toddlers*, pp. 169–173, ©Teaching Strategies, Inc., Washington, DC, 1997; and Jim Greenman and Anne Stonehouse, *Prime Times: A Handbook for Excellence in Infant and Toddler Programs* (St. Paul, MN: Redleaf Press, 1996), pp. 109–113.

Transitions—What Will Be Similar and Different in the Next Setting?

Directions: *Consider the following questions during preparation for an upcoming transition.*

Environment/Physical Space

- Will the next setting be a different room at a different location? How will my child react?
- Will materials and equipment be different or familiar to my child? How accessible will they be?
- What choices will my child be able to make?

Routines

- What will daily activities be like, and how will my child react to these experiences?
- How are the routines listed below handled?

(1) Feeding

(2) Napping

(3) Diapering/toileting

(4) Outdoor activities

(5) Indoor activities

Transitions—What Will Be Similar and Different in the Next Setting? (Continued)

Staff

- Will my child be assigned a new primary teacher? If so, how will my child react?
- How do adults interact with the children, and when do they intervene?
- How do adults relate to each other? Are they friendly and respectful?

Social Interactions

- What opportunities will my child have to interact with other children?
- Will any of the children be familiar to my child?
- What is the family role?
- What are the opportunities for family interaction?

Other Comments and Observations

- What can be done now to begin preparing my child for this transition?
- What partnerships need to be formed to build continuity and ease the transition?

Culturally Competent Transition Practices

Providing culturally competent care supports a developing child's sense of security, identity, competence, confidence, and connectedness. When managers, teachers, and staff understand and honor family child-rearing practices and preferences, they can provide infants and toddlers with consistency and familiarity, which are especially important during transitions.

Managers can create transition policies that provide:

- Harmony with each child's home culture.
- Use of the child's home language.
- A culturally relevant environment that is familiar and homelike to the child.
- Culturally representative staffing.

Teachers and home-visiting staff can provide cultural continuity when they:

- Understand and respect each family's cultural beliefs and child-rearing values.
- Provide consistency of care by understanding the home routines of each child.
- Discuss each family's expectations for their child's development and transition. For example, they could ask if the family expects the child to develop independence skills and how the family expects the child to adjust to a new setting, new people, and new languages.
- Understand their own cultural values, beliefs, and expectations; acknowledge how these match or differ from the family's expectations; and negotiate and resolve conflicts.

Families can foster cultural consistency and continuity during transitions when they:

- Share their cultural values and child-rearing practices with staff before and during their child's transition and describe what they expect from staff.
- Communicate frequently with staff about the child's routines, temperament, reactions, likes, dislikes, and ability to adapt to differences and change.
- Provide staff with ongoing feedback and negotiate differences.

Adapted with permission from Far West Laboratory, *Trainer's Manual, Module IV: Culture, Family, and Providers*. The Program for Infant/Toddler Caregivers (Sacramento, CA: California Department of Education, 1995), pp. 81, 86, 87.

Hands-on Tool 14

Checklist for Exchanging Information

Families can share:

- Information about their child's temperament.
- Information about what upsets their child and what comforts her.
- How their child reacts to strangers, familiar adults, and other children.
- How they handle routines such as feeding and sleeping.
- Information about themselves and their culture.
- Information about their child's previous experiences.
- A brief developmental and medical history of their child—from birth to the present—that includes social, emotional, motor skills, and language development information.
- How they prefer to communicate (for example, in person, by telephone, or in writing).
- How they wish to be involved in the program.
- Their vision for the transition period.

Program staff can share:

- How they transition children into the program.
- Information about the program's composition, philosophy, schedules, and activities.
- How they communicate information to families.
- How families can get involved in the program.
- How planning and individualized routines are handled.
- How they track and report developmental progress.
- How they handle transitions within the program.

Portrait of Social-Emotional Health in Children at Age 3 or 4

- **Relationships** with other children and adults that are warm, trusting, and intimate.

- **Self-esteem;** feel good about themselves and what they can do.

- **Empathy** and compassion for others.

- **Coping** and dealing with loss and life's limitations.

- **Self-regulation** and good impulse control: deal with curiosity, assertiveness, and anger according to the setting, peer group, and society norms.

- **Separating reality** from fantasy and adjusting to the demands of reality.

- **Communicating feelings** and expressing needs and ideas in words.

Adapted with permission from Stanley Greenspan, "Emotional Development in Infants and Toddlers," *A Guide to Social-Emotional Growth and Socialization*, The Program for Infant/Toddler Caregivers, Far West Laboratory for Educational Research and Development (Sacramento, CA: California Department of Education, 1990), pp. 15–25.

Hands-on Tool 16

Observing Children's Social Competence

Note: Social competence develops slowly during early childhood. Some social competencies are just emerging at age 3 and may be tentative at age 4 and firmly established by age 6 or 7.

Individual attributes

The child

- Is *usually* in a positive mood.
- Is not *excessively* dependent on the teacher.
- *Usually* comes to the program or setting willingly.
- *Usually* copes with rebuffs and reverses adequately.
- Shows the capacity to empathize with others.
- Has positive relationships with one or two peers—shows the capacity to really care about them, miss them if they're absent, and so forth.
- Displays the capacity for humor.
- Does not seem to be acutely or chronically lonely.

Social skills

The child usually

- Approaches others positively.
- Expresses wishes and preferences clearly and gives reasons for her actions and positions.
- Asserts his own rights and needs appropriately.
- Is not easily intimidated by bullies.
- Expresses frustration and anger effectively and without harming others, herself, or property.
- Gains access to ongoing groups at play and work.
- Enters ongoing discussions and makes relevant contributions to ongoing activities.
- Takes turns fairly easily.
- Shows interest in others—exchanges information with and requests information from others appropriately.
- Negotiates and compromises with others appropriately.
- Does not draw inappropriate attention to himself or disrupt the play or work of others.
- Accepts and enjoys peers and adults of ethnic groups other than her own.
- Interacts nonverbally with other children using smiles, waves, nods, and other appropriate gestures.

Peer relationships

The child is

- *Usually* accepted rather than neglected or rejected by other children.
- *Sometimes* invited by other children to join them in play, friendship, and work.

Reprinted with permission from Lilian Katz and Diane McClellan, *Fostering Children's Social Competence: The Teacher's Role* (Washington, DC: National Association for the Education of Young Children, 1997), p. 106.

At the Transition Meeting

Transition meetings are important opportunities for families and staff to plan ahead for specific transitions.

Families can:

- Share hopes for their child.
- Review parental rights information.
- Ask questions about anything that is unclear.
- Sign a consent form for an evaluation to determine whether their child is eligible for early childhood special education and related services.
- Sign a consent form for the release of records from the program to the school district that sponsors early childhood special education and related services.
- Agree to participate in the transition planning process at the level that feels comfortable to them.
- Make sure the transition plan includes options that can help them realize their dreams for their child.

Infant-Toddler Program staff can:

- Host the transition meeting.
- Share information as the family requests.
- Actively participate in transition planning.
- Write out the transition plan and timeline decided at the meeting.

Early childhood special education staff can:

- Receive the family's written consent for the release of records.
- Receive the family's written consent for an evaluation.
- Explain parental rights of children in special education and answer any questions the family has about these rights.
- Discuss possible services and the places where they might be provided.
- Consider the family's concerns about the transition.
- Actively participate in transition planning.

Adapted with permission from Bridging Early Services Transition Taskforce, *Step Ahead at Age 3: A Guide for Families* (Topeka, KS: Coordinating Council on Early Childhood Developmental Services in Kansas, 1995), p. 5.

Hands-on Tool 18

A Look at My Child's Development

Parents can use this form to prepare for transition meetings by taking stock of what their child already knows and can do and what they would like their child to learn.

Area of development	Some things my child knows or already does in this area	Some things I would like my child to learn in this area
Play: Sharing, taking turns, and playing by self and with others		
Language: Sharing needs; following directions; listening; and understanding concepts like up, down, in, and on		
Dressing: Taking clothes off, putting them on, zipping, and buttoning		
Toileting: Sitting on or standing at a toilet, time scheduling, toilet training, and wiping		
Reading: Looking at pictures, listening to stories, and having favorite characters		
Eating: Eating with utensils, eating a variety of foods, and practicing table manners		
Thinking: Cause and effect, colors, sorting, problem solving, and counting		
Moving: Walking, running, coloring, building with blocks, and playing ball		
Other: [Please list]		

Adapted with permission from Bridging Early Services Transition Taskforce, *Step Ahead at Age 3: A Guide for Families* (Topeka, KS: Coordinating Council on Early Childhood Developmental Services in Kansas, 1995), p. 11.

Family Transition Checklist

✓ *Items to Collect* (to be passed on to preschool):

☐ Birth certificate

☐ Social Security card (copy for folder)

☐ Immunization records (must be current)

☐ Records from current programs

☐ Medical card (copy of current coverage)

☐ Dates of your child's firsts, such as sitting up, talking, etc.

✓ *Things to Do*

☐ Ask your Primary Service Coordinator to give needed information to the local school district concerning your child. Sign a release of information for early intervention records to be given to the school district.

☐ Ask your Primary Service Coordinator to schedule a transition conference well before your child's third birthday.

☐ Ask your Primary Service Coordinator to invite current providers of services and representatives from potential preschool programs to be part of the transition conference.

☐ Develop a transition plan as a part of your IFSP.

☐ Visit preschool programs in your community (public school, Head Start, private programs).

☐ Verify with your Primary Service Coordinator that needed information and records concerning your child have been transferred to the local school district.

☐ Participate in all admissions and release committee meetings and contribute to the IEP development if your child is eligible.

Adapted with permission from Kentucky Early Childhood Transition Project, *A Step by Step Family Guide for Transition into Preschool* (Frankfort, KY: First Steps, Cabinet for Health Services, 1996), p. 20.

Hands-on Tool 20

Saying Good-bye—Moving On

Relationships are important to children. Although children may not always express or understand their feelings, these feelings do exist and are sometimes expressed in ways that make it difficult for parents and other adults to deal with them. The following suggestions can help children accept changes and deal with them in appropriate ways.

- Prepare the child by giving him some notice when a relationship is about to change. Tell him, "Sam is going to be moving soon, and he won't be able to come and play every day."
- Help the child understand her feelings by using words like *lonely, sad,* or *unhappy* to describe how she might be feeling.
- Put things in perspective by saying, "We won't see Susan very often, but we will always remember how much fun you had together."
- Help the child express the meaning of the relationship by encouraging him to make a card, draw a picture, or make a small gift. Let him know that relationships are very important by creating an opportunity to express affection and validate his feelings.
- Focus on the positives associated with change. When people grow and move forward, there will always be changes in relationships. New teachers, new friends, and changes in activities and needs are part of life.
- Share with the child some of your own experiences in leaving valued relationships. Tell how you felt at that time.
- Create a memento. Children are concrete, and having a physical reminder reassures them that the relationship was shared and is a permanent part of their lives.

Help a child see that friendship is a gift. Teachers and parents are the interpreters of events in a child's life. Their wise and supportive words can encourage the child to continue to establish and enjoy a lifetime of happy and supportive relationships and to recall each one as a treasured memory. Although the closing of a relationship is sad, it would be sadder if we never shared time with others.

Adapted with permission from Project Eagle Early Head Start, University of Kansas Medical Center, 1998.

Core Resources

The resources listed in this section have been fundamental to the development of materials in this guide that address infant and toddler development and cultural issues in early care. This section is divided into print resources and audiovisual resources.

Print Resources

Bhavnagri, Navaz-Peshotan, and Janet Gonzalez-Mena. "The Cultural Context of Infant Caregiving." ***Childhood Education*** **(Fall 1997): 2–8.**

This article discusses the importance of culture in infant care. Child development theory and research findings are questioned in relationship to cultural responsiveness issues. The authors describe cultural preferences regarding sleeping and co-sleeping and the role of the family, elders, and specialists. The effects of such issues are reviewed through cross-cultural, historical, and medical research data. To order a copy, call 1–800–423–3563.

Gonzalez-Mena, Janet. ***A Guide to Routines*****. Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1990.**

This guide presents key concepts and techniques on how to care for infants and toddlers during their daily routines. It stresses that routines provide opportunities for developing a child's learning and encouraging healthy, trusting relationships between the child and the caregiver. It discusses topics such as parents' concerns, consistency between home and child care, and cultural responsiveness in child care programs. Sections cover the following routines and other topics: greetings and departures; feeding; diapering and toileting; dressing and bathing; sleeping and nap time; preparing, organizing, and maintaining the environment; health and safety; record keeping; and special issues with children and families. Each section discusses the young infant, the mobile infant, and the toddler. To order a copy, call 916–445–1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812–0271.

Gonzalez-Mena, Janet. "Taking a Culturally Sensitive Approach in Infant/Toddler Programs." ***Young Children*** **(January 1992): 4–9.**

This article helps caregivers improve their responsiveness to cultural differences and provides guidelines on how to increase communication across cultural barriers. The author also offers suggestions for managing and resolving conflicts related to caregiving practices, emphasizing ideas such as cultural awareness, family and staff education, cooperation, and appreciation of different cultural values. To order a copy, call 1–800–424–2460 or write to the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036–1426.

Resources

Gonzalez-Mena, Janet, and Dianne Widmeyer Eyer. ***Infants, Toddlers, and Caregivers,*** **Fourth edition. Mountain View, CA: Mayfield Publishing Co., 1997.**

This book reviews infant-toddler development and quality infant-toddler child care. It emphasizes respecting the individual child and helps caregivers focus on the relationships they build with children. It addresses multicultural issues facing caregivers, such as bilingual communication and culturally appropriate curricula. This book is divided into three parts: "Focus on the Caregiver," "Focus on the Child," and "Focus on the Program." To order a copy, call 1-800-433-1279, fax 1-888-250-8881, or write to Mayfield Publishing Company, 1280 Villa Street, Mountain View, CA 94041.

Lally, J. Ronald, Abbey Griffin, Emily Fenichel, Marilyn Segal, Eleanor Szanton, and Bernice Weissbourd. ***Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice.*** **Washington, DC: ZERO TO THREE/The National Center, 1995.**

This book is a guide to the special knowledge and program design necessary to address the unique development characteristics of children during their first 3 years of life. It stresses that the key to quality care is quality relationships between families and caregivers. This book is divided into three sections. Section 1 contains an overview of a child's development in the first 3 years and discusses how caregivers and families can work together. Section 2 outlines eight areas of quality in group care. Section 3 reviews the community network of support and services for families with young children. To order a copy, call 1-800-899-4301 or write to ZERO TO THREE: National Center for Infants, Toddlers, and Families, 734 15th Street, NW, Suite 1000, Washington, DC, 20005-1013.

Lally, J. Ronald, Yolanda Ledor Torres, and Pamela C. Phelps. "Caring for Infants and Toddlers in Groups: Necessary Considerations for Emotional, Social, and Cognitive Development." ***ZERO TO THREE,*** **14:5 (April/May 1994): 1–8.**

This article is part of a special issue of ZERO TO THREE that focuses on infant and toddler care. It discusses the challenges of managing and planning quality child care. The article also examines six key components of early group experiences: group size, the quality of the physical environment, primary caregiving assignments, continuity of care, cultural and family continuity, and meeting the needs of individuals within the group context. To order a copy, call 1-800-899-4301 or write to ZERO TO THREE, National Center for Infants, Toddlers, and Families, 734 15th Street, NW, Suite 1000, Washington, DC 20005-1013.

Lally, J. Ronald, ed. ***A Guide to Social-Emotional Growth and Socialization.*** **Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1990.**

This guide contains several practical guidelines and suggestions for use with videos illustrating key concepts and caregiving techniques. It helps caregivers with day-to-day activities that support the social and emotional growth of infants and toddlers. This guide is divided into five sections. In the first three sections, nationally recognized experts discuss how caregivers can nurture early social and emotional growth. These sections include articles by Stella Chess on temperament and by Stanley Greenspan on emotional development. Each of these sections is followed by related research, practices, and examples of caregiver activities that support growth. The fourth section includes examples of appropriate and inappropriate caregiving behavior for social-emotional growth and socialization. The fifth section provides lists of additional publications and audiovisual materials. To order a copy, call 1-916-445-1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

Lally, J. Ronald. "The Impact of Child Care Policies and Practices on Infant/Toddler Identity Formation." ***Young Children*****, 51:1 (November 1995): 58–67.**

This article discusses how the differences between infant/toddler care and preschool care have been ignored in many programs and day care homes. The author examines child care policies and program practices, including continuity of care and curriculum, from the perspective of their influence on infant/toddler identity formation. To order a copy, call 1-800-424-2460 or write to the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426.

Lane, Mary B., and Sheila Signer. ***A Guide to Creating Partnerships with Parents*****. Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1990.**

This guide is to be used in conjunction with training videotapes that illustrate key concepts and caregiving techniques. It focuses on techniques to establish and nurture partnerships between caregivers and the families of infants and toddlers. Special attention is given to specific issues, such as separation, stress, and cultural differences, that may cause conflict between families and caregivers. This guide is divided into nine sections. Section 1 discusses establishing caregiver-parent partnerships. Section 2 describes helping parents manage separation. Section 3 presents ideas for publicizing child care programs. Section 4 focuses on listening and responding to family needs. Section 5 emphasizes the importance of considering family culture. Section 6 describes involving parents. Sections 7, 8, and 9 provide guidelines for conducting business with families, handling family stress, and dealing with difficult issues and the safety of children within their family. To order a copy, call 1-916-445-1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

Mangione, Peter L., ed. ***A Guide to Culturally Sensitive Care*****. Far West Laboratory Center for Child and Family Studies. Sacramento, CA: California Department of Education, 1995.**

This guide was developed to be used in conjunction with the fourth module of a four-module video training program for family and early childhood programs, *The Program for Infant/Toddler Caregivers*, edited by J. Ronald Lally and others. This guide focuses on the ways in which caregivers can support infants and toddlers by becoming sensitive to the vital role of the children's home culture and language in their development. The three sections of the guide are titled "The Importance of Culture in Early Development," "Multicultural Issues in Child Care," and "The Process of Culturally Sensitive Care." To order a copy, call 1-916-445-1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

Resources

Audiovisual Resources

***The Ages of Infancy: Caring for Young, Mobile, and Older Infants.* Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1990.**

This video introduces the specific terms *security, exploration,* and *identity* to characterize and distinguish the three challenges marked by age range and motor milestones for young, mobile, and older infants. It shows that caring for young infants should emphasize security and close contact. It demonstrates that for older infants, the focus should be the development of identity by providing choices, setting limits, and helping them experience freedom and responsibility. To order this video, call 1-916-445-1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

***First Moves: Welcoming a Child to a New Caregiving Setting.* Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1988.**

This video demonstrates techniques that caregivers can use when bringing a child into a new setting. The video focuses on the use of time, space, and indirect contact, all of which are important areas for easing the transition from family member to new caregiver or early childhood program. Other topics included in the video are the child's age and degree of unfamiliarity, the new arrival plan, and the critical role of the family. To order this video, call 1-916-445-1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

***Flexible, Feisty, and Fearful: The Different Temperaments of Infants and Toddlers.* Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1990.**

This video describes nine different temperament traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractability, and persistence. The terms *flexible, feisty,* and *fearful* are used to group the nine traits into three temperament types, and specific caregiving techniques for caregivers to use are provided for each type. To order this video, call 1-916-445-1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

***Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers.* Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1990.**

This video demonstrates how to read and respond appropriately to infants and toddlers. The video shows that when the infant and the caregiver are in tune, they express love and respect, develop trust, and begin to build a sense of confidence. Some of the skills and actions demonstrated include being out of tune, getting in tune, and developing self-awareness. When caregivers are in tune with infants, they are learning to *dance* with them by watching, asking, and adapting. To order this video, call 1-916-445-1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271.

Lally, J. Ronald, et al. *The Program for Infant/Toddler Caregivers*. Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1993.

This program is a four-module video training course for providers of family and early childhood programs. The materials include videos, trainer manuals, and participant materials that can help staff and family members understand the daily activities necessary to care for children in a warm, healthy, and nurturing environment. The content assists caregivers in creating partnerships with families—relationships built on mutual trust and respect. The program also demonstrates the many possibilities for family involvement, both formal and informal. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide in-depth coverage of each topic. The four modules of the program are social-emotional growth and socialization; group care; learning and development; and culture, family, and providers. Each module includes several sections that examine a specific topic and provide related activities. The last section of each guide includes several application questions and activities. A final section lists suggested resources, including books, organizations, and audiovisuals. An appendix offers caregiver-parent information, resources, and forms. To order this program, call 1–916–445–1260 or write to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812–0271.

Supplemental Resources

The following is a list of materials that contain additional information about infant and toddler transitions. The information in these resources can help you implement the training activities from this guide. This section is divided into print resources, Internet resources, and other resources.

Print Resources

Bailey, Becky A. "'Mommy, Don't Leave Me!' Helping Toddlers and Parents Deal with Separation." *Dimensions of Early Childhood* (Spring 1992): 25–27, 39.

This article outlines seven steps that early childhood teachers and caregivers need to follow to help toddlers and their families with saying good-byes and handling the separation process. The author discusses topics such as developmental stages, family and teacher cooperation, family and child relationships, and caregiver and child relationships. To order a copy, call 1–501–663–0353 or write to Southern Early Childhood Association, P.O. Box 55930, Little Rock, AR 72215–5930.

Begley, Sharon. "How to Build a Baby's Brain." *Newsweek*, Special Edition (Spring/Summer 1997): 28–32.

This article reports on recent research showing how much an infant's brain develops after birth in response to looking at, listening to, playing with, talking with, and interacting with parents and teachers. Images show dramatic differences between the brain of a normally developing child and that of a child who suffered extreme sensory deprivation. To order a copy, call 1–800–234–8193, fax 1–303–661–1911, or write to Attn: Customer Service, P.O. Box 59967, Boulder, CO 80322.

Resources

Bredekamp, Sue, and Carol Copple, eds. ***Developmentally Appropriate Practice in Early Childhood Programs,*** **Revised edition. Washington, DC: National Association for the Education of Young Children, 1997.**

This book serves as a tool for early childhood professionals by describing developmentally appropriate practices for adults who provide care and education services to young children from birth to age 8 years. This book is divided into five sections. Section 1 outlines the philosophy of the National Association for the Education of Young Children on appropriate practices. Section 2 describes how to use knowledge about individual children and their social and cultural contexts to make appropriate decisions. Section 3 reviews the important areas of development that occur during the first 3 years of life and gives examples of appropriate practices. Section 4 discusses growth from age 3 to age 5, and section 5 discusses developmentally appropriate practices for children from ages 6 to 8. To order a copy, call 1–800–424–2460 or write to the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036–1426.

Chess, Stella, and Alexander Thomas. ***Know Your Child: An Authoritative Guide for Today's Parents.*** **New York: Basic Books, 1987.**

Using their years of research, the authors give detailed descriptions of the temperamental traits in young children. They also suggest ways that parents and teachers can individualize their responses to infants and toddlers and thus help the children develop successfully. To order a copy, call your local bookstore.

Daniel, Jerlean E. "A Modern Mother's Place Is Wherever Her Children Are: Facilitating Infant and Toddler Mothers' Transitions in Child Care." ***Young Children,*** **53:6 (November 1998): 4–12.**

This article discusses the anxiety that mothers of infants and toddlers feel upon enrolling their children in child care. It defines quality in an early childhood program from the mother's perspective and offers several trust-building strategies for care providers. To order a copy, call 1–800–424–2460 or write to the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036–1426.

Daniel, Jerlean E. "Infants to Toddlers: Qualities of Effective Transitions." ***Young Children,*** **48:6 (September 1993): 16–21.**

This article describes infant-to-toddler transitions and demonstrates how the staff at one child care center put the transition theory into practice. The author explains that a child handles change slowly, one step at a time, as families and staff provide autonomy and the support needed for a successful transition. To order a copy, call 1–800–424–2460 or write to the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036–1426.

Daniel, Jerlean E., and Janet Shapiro. "Infant Transitions: Home to Center-Based Child Care." ***Child & Youth Forum*****, 25:2 (April 1996): 111–123.**

This article examines factors that may encourage or impede an infant's transition from the home to center-based child care. It focuses on the need of infants to develop strong attachments, their developmental needs, parent and staff needs, and the management policies required to meet these needs.

Dombro, Amy Laura, Laura J. Colker, and Diane Trister Dodge. ***The Creative Curriculum for Infants & Toddlers*****. Washington, DC: Teaching Strategies, 1997.**

This book provides developmentally appropriate practices for infant and toddler families and staff. The authors outline a curriculum that describes what children learn, what experiences help them reach their developmental goals, what families and staff can do to help children achieve their goals, and what materials are required to support the curriculum. All curriculum components are included—content, process, and context—with guidelines provided for making decisions based on information, research, observations, and reflection. To help staff build a quality curriculum, the book includes chapters titled "Who's Who in a Quality Program," "Putting Quality Into Action: The Big Picture," "Putting Quality Into Action: Routines Day by Day," and "Putting Quality Into Action: Activities Day by Day." Appendices include assessments, forms, checklists, and lists of additional resources. To order a copy, call 1-800-637-3652, fax 1-202-364-7273, or write to Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015.

Galinsky, Ellen. ***The Six Stages of Parenthood*****. Reading, MA: Addison-Wesley Longman Publishing Company, 1987.**

This book describes the six stages of parenthood and reminds readers that parents are growing and developing too. To order a copy, call 1-212-207-7600 or write to Perseus Books, 10 East 53d Street, 23d Floor, New York, NY 10022.

Greenman, Jim, and Anne Stonehouse. ***Prime Times: A Handbook for Excellence in Infant and Toddler Programs*****. St. Paul, MN: Redleaf Press, 1996.**

This book helps readers understand the needs of infants and toddlers from birth to 3 years and the needs of the children's families and caregivers. The authors suggest how to use the information in this book to create a quality program. To order a copy, call 1-800-638-0928 or write to Gryphon House, P.O. Box 207, Beltsville, MD 20704-0207.

Honig, Alice Sterling. "Dancing with Your Baby." ***Dimensions of Early Childhood*****, 20:3 (Spring 1992): 11–17.**

This article explains how parents can partner with their babies in the "Dance of Development" by understanding the milestones, windows, and prerequisites of child development; by giving their babies the power and gift of language; and by teaching their babies about kindness and beauty. To order a copy, call 1-501-663-0353 or write to Southern Early Childhood Association, P.O. Box 55930, Little Rock, AR 72215-5930.

Resources

Karr-Morse, Robin, and Meredith S. Wiley. ***Ghosts from the Nursery: Tracing the Roots of Violence.*** **New York: Atlantic Monthly Press, 1997.**

This book offers case histories and evidence from recent research showing that violent behavior is linked to abuse and neglect during infancy. It explains that infancy is when a predisposition to violent behavior may be "hardwired" into the brain—or, alternatively, the foundations for trust, empathy, conscience, and lifelong learning are laid down. To order a copy, call your local bookstore.

Katz, Lilian G., and Diane E. McClellan. ***Fostering Children's Social Competence: The Teacher's Role.*** **Washington, DC: National Association for the Education of Young Children, 1997.**

This book provides early childhood educators with guidance concerning how best to support and encourage the development of children's social competence. The authors emphasize the importance of a warm, caring, and respectful classroom environment. The book includes examples and personal statements that demonstrate teachers' successful practices in supporting children's social development. Chapter 1 reviews the components of social competence. Chapter 2 discusses curriculum and environment. Chapter 3 outlines nine principles for helping children achieve social competence. Chapter 4 discusses basic teaching strategies for helping children manage social challenges, and chapter 5 provides alternatives to improve individual areas of social competence. To order a copy, call 1–800–424–2460 or write to the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036–1426.

Klass, Carol S. "The Home Visitor-Parent Relationship: The Linchpin of Home Visiting." ***ZERO TO THREE,*** **17:4 (February/March 1997): 1, 3–9.**

This article discusses the importance of relationships between family members and staff members and that relationships develop over time, with each one being different. It emphasizes that staff-parent relationships can be the key to encouraging family development and building the relationship between the family and the child. Four critical elements are discussed: expectations, agenda, roles, and setting. To order a copy, call 1–800–899–4301 or write to ZERO TO THREE, National Center for Infants, Toddlers, and Families, 734 15th Street, NW, Suite 1000, Washington, DC 20005–1013.

National Information Center for Children and Youth with Disabilities. ***A Parent's Guide: Accessing Programs For Infants, Toddlers, and Preschoolers with Disabilities*** **(August 1994).**

This parents' guide helps families learn how to get help for their young children (from birth through 5 years) who have special needs. The guide answers commonly asked questions about early intervention services and includes a record-keeping worksheet. To order a copy, call 1–800–695–0285, visit the Web site at http://www.nichcy.org, or write to the National Information Center for Children and Youth with Disabilities, P.O. Box 1492, Washington, DC 20013–1492.

Raikes, Helen. "A Secure Base for Babies: Applying Attachment Concepts to the Infant Care Setting." ***Young Children*****, 51:5 (July 1996): 59–67.**

This article recommends an "attachment approach" to infant-toddler care programs. It argues that fostering relationships with teachers and caregivers reduces children's separation anxiety, provides them with a secure base for exploring their physical and social worlds, offers both stimulation and comfort, promotes good peer relationships, and benefits children in other ways. To order a copy, call 1–800–424–2460 or write to the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036–1426.

Stern, Daniel. ***The Interpersonal World of the Infant*****. New York: Basic Books, 1987.**

This book emphasizes the importance of attunement. Parents and teachers who are attuned to an infant mirror the child's feelings through their facial expressions, words, and behavior. They reinforce feelings and help the infant become aware of them. Attunement lets the child know that other people can understand and share her feelings. To order a copy, call your local bookstore.

Internet Resources

Early Childhood Development

On its Web site, the World Bank features information about child development from birth to age 8. Teachers and families can find a chart outlining what children do and what they need at each stage of development, as well as requirements for healthy development, information about the effect of early care on brain development, and more.

Web site: http://www.worldbank.org/children/

Early Head Start National Resource Center

This site is designed to offer training and technical assistance resources to Early Head Start managers and staff. It is sponsored by the ZERO TO THREE National Center for Infants, Toddlers, and Families and by the WestEd Center for Child and Family Studies. Its features include a list of Early Head Start grantees, information on the program support network, tips and strategies for trainers, a calendar of events, and a list of resources.

Web site: http://www.ehsnrc.org/

I Am Your Child

All resources on this Web site are designed for the parents of young children. The site highlights key characteristics of parenting that shape lifelong development and the effect of early care on brain development. It addresses questions such as "How can I afford child care?" and "How can I raise my child to be honest, caring, and good?" It also lists additional resources ranging from books for parents and children to radio and TV shows, videos, and Internet sites.

Web site: http://www.iamyourchild.org/

Kid Source OnLine

Created by a group of parents, this site offers parents many brief articles and information about education, health and safety, product recalls, and recreation. The information provided pertains to children from infancy through grade 12.

Web site: http://www.kidsource.com

National Association for the Education of Young Children

This site offers a list of preschools accredited by the association, as well as other resources. It also offers a list of conferences and a catalog of early childhood resources, including information on exploring reading, math, and nutrition; learning about the weather; beginning to garden; imitating superheroes; fostering independence; and coping with violence.

Web site: http://www.naeyc.org/

Teaching Strategies

Educators and parents can help children learn and grow by using suggestions from this site. It provides activities that adults can use with children from infancy through grade three to encourage active learning. Also included are guidance on what parents should look for in child care and classrooms and where families and teachers can find additional, quality resources on the Internet.

Web site: http://www.TeachingStrategies.com

Yahoo!

This comprehensive Internet search tool contains links to hundreds of Web sites for families. Its parenting section contains a wide variety of information, from the Parent Soup site to library resources and materials for parents with disabilities. Starting from the Yahoo! home page, select "Society & Culture," then "Families," and finally "Parenting."

Web site: http://www.yahoo.com/

ZERO TO THREE

Information on this Web site includes tips for fostering a child's growth and guidelines for selecting quality child care. Also available are short articles on infant massage, the experience of grandparents in raising grandchildren, and many other topics.

Web site: http://www.zerotothree.org/

Other Resources

Child Care Action Campaign

Child Care Action Campaign is dedicated to providing information on a wide variety of child care issues. For example, parents can order materials to help them select good child care. Family Support Watch, one of the Campaign's programs, focuses on monitoring and strengthening the child care provisions of welfare reform.

Child Care Action Campaign
330 Seventh Avenue, 17th Floor
New York, NY 10001
Phone: 1-212-239-0138
Fax: 1-212-268-6515

National Association of Child Care Resources Referral Agencies (NACCRRA)

This association helps families and programs find quality child care. Its Web site discusses child care options, the features of quality child care, costs, and the way to use NACCRRA's network to obtain child care referrals. The site also contains a Child Care Aware page, which outlines steps that parents can take to locate child care.

National Association of Child Care Resources Referral Agencies
1319 F Street, NW, Suite 810
Washington, DC 20004
Phone: 1-202-393-5501
Fax: 1-202-393-2533
Web site: http://www.childcarerr.org/

Resources

Parents as Teachers (PAT)

This program serves parents with children from birth through age 5. The heart of the PAT program is the home visit. PAT and Early Head Start work together to benefit and empower families.

Parents as Teachers National Center, Inc.
10176 Corporate Square Drive, Suite 230
St. Louis, MO 63132
Phone: 1-314-432-4330
Fax: 1-314-432-8963
Web site: http://www.patnc.org/

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